

MORCS Executive Administrator Report

December 2017

The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post--secondary education; prepare students to be responsible and active participants in their community; and enable students to become life-long learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

Attendance and Enrollment:

Our current enrollment at MORCS is 333.

Enrollment Numbers:

6 th	116
7 th	101
8 th	116
All	333

Attendance:

6th grade - 98.353%

7th grade - 97.740%

8th grade - 98.218%

Overall - 98.118%

Professional Development

We have continued to use our professional development time to focus on our priorities and on our implementation of Standards Based Grading. We try to have as much time for collaboration, critical friends groups, and group planning time as we can.

STEM: Downtown LA Mini Maker Faire

After the success of our Maker Madness Engineering Night, our PN Services Coordinator, Ms. Ned, put together a group of students who participated as members of our MORCS Maker Team. These students learned about the conductive properties of electricity and they created several video game controllers using their new knowledge. They took their creation to the DTLA Mini Maker Faire where visitors were able to use their controller to play Pac Man or Super Mario Brothers; after participants tried out the equipment, the Maker Team explained why the controllers worked using their new knowledge of the conductive properties of electricity.

Soccer Tournament

As part of our positive school culture efforts, we recently completed our first ever lunch time soccer tournament. Mr. Zepeda led the effort to hold a draft with our soccer team captains and all students who signed up were selected and placed on a team. The teams had to be diverse with a mixture of genders, ability levels, and grade levels. The teams played several times per week and we just had our Championship match! The kids loved having this positive activity to participate in and it gave kids another thing to get excited about at school.

Girls on the Run

We had 6 girls participate in the GOTR program and on December 3rd they ran their 5K with parents and members of our staff. This is a great opportunity for our kids to accomplish something great through hard work and determination, and helps our students to build physical fitness into their lives. We are proud of our girls and our staff who participated!

Academics: Digging Deeper with Hot List Students

Our academic team is still working with our hot list students in class, but we are also starting to identify more specific needs for our students through our focused work with them. Our tutors are still working with our students in their classes, but they are also pulling students out of elective time to teach/re-teach specific skills and information that will help our kids progress forward. In addition to the work our tutors are doing with our students, I (Mr. Myers) am also meeting with all of our teachers twice per month to discuss their classroom data and to set goals. As a part of these meetings, we are discussing which kids are achieving mastery with each assessment and which students we need to push. In addition to the hotlist kids our tutors are working with, our teachers are each selecting 2 students per cohort who they would like to push from a “Emerging” to a “Developing” level, or from a “Developing” to “Met” level. Two students per cohort may not seem like a large number, but when you consider that we have 16 teachers, each of whom serves 2-12 cohorts, we have about 72 kids being pushed to grow in their classes; this is almost a quarter of our student body. My hope is that this effort will push 72 of our kids to grow each month and that through the course of the year, we will be able to provide some more individualized attention to all students. These hotlist kids are eligible for lunchtime or after school tutoring, and they are part of a special check in group during class instruction. If these students met the SMART goals set by their teachers by December 8th, they will be able to participate in a pizza party on December 13th.

6th Grade Tutoring (Math):

Mr. Duran and Ms. Long, two of our math teachers, are working with our lowest performing 6th grade students to help remediate and address any holes in their understanding of basic math skills and operations. They will each complete 30 hours of tutoring with this lower performing group and then in the spring they will conduct 30 hours of tutoring for our students who are on the bubble between “Nearly Met” and “Met” based on their benchmark assessments.

MAP Outcomes and Goals:

During the week of December 4th, we administered the winter MAPs test. We are looking forward to analyzing our data to assess our progress and how much our students have grown. The goal we are publicizing is that our kids should aim to grow 5 RIT points during the first semester and 5 during the second semester. National expected growth ranges from 2 RIT points to 6 RIT points, depending on the subject area and grade level. Our students typically meet these expectations and frequently go beyond to even 15 or 20 points growth. Students who grow 5 points in the first semester will be able to participate in a nacho party next week, and students who grow 10 points by the final test at the end of the year will be able to participate in a celebration with the In N Out truck!

Instructional Rounds and Observations:

Through our observations and coaching sessions, we have identified a few levers that we feel will make a difference if they are implemented in every classroom. We are watching for implementation these levers through our instructional rounds, and through formal and informal observations.

Focus Levers:

1. Checks for Understanding
2. Think-Pair-Share
3. Routines for classroom procedures
4. Random Selection

Students Leadership (Engaging Tier 2 and 3):

As part of our PBIS program and Multi-Tiered Systems of Support, we are working with some of our students with tier 2 and 3 needs to plan our next awards assembly. During our last assembly, I noticed that many students were being disrespectful as the awards were passed out. I pulled these students out to have a conversation

with them and they expressed that they don't care about the assemblies because they have never received any recognition and the assemblies were boring. I brought this back to our leadership team and we decided to work with our kids with tier 2 and tier 3 needs to plan our next assembly. This effort gives them voice and purpose in our school, and they receive attention and leadership development from our administrators and teachers. Often times our students with tier 2 and tier 3 needs need more love, attention, and positive focus and we are hoping to provide that through this opportunity.