



Division Director Board Report

Middle School

Division Director Board Report - September 5th, 2019

From the Director's Desk

Dr. E. Ward-Jackson

Overview

We have had an amazing start to the 2019-20 school year! On August 20th we welcomed 168 24th Wave/5th Grade students to the middle school, and on the following day we welcomed our returning Wave-Makers. Middle School students entered the buildings this year and completely owned *their* space. Students are noticeably comfortable and seem to have a sense of confidence and pride as they inhabit the open learning spaces and as they walk about campus toting their Chromebooks from class to class. After visiting every classroom on the first day of school, I ended my visit in one of our Science classrooms and engaged with two teachers regarding how different this start to the year feels. "It feels like the 5th week of school already" was our consensus, as we agreed students were functioning as if they had never been away. This observation makes me proud, and confirms some of the intentional efforts put forth to support our students as we transition fully into our new space. I attribute the smooth launch to the year to three key efforts:

- 1) Hosting our inaugural Summer Splash Academy, where, in addition to taking diagnostic assessments and learning style inventories, our rising 5th graders spent two weeks learning about the history of Making Waves, exploring their beautiful campus, and practicing what it really means to be a Wave-Maker.
- 2) Summer Professional Development was designed in a way that has resulted in teachers feeling more prepared, aligned, and ready for their students starting on Day 1.
- 3) Our Culture & Climate Committee along with MS Deans, aligned on curriculum and training to ensure that faculty and students alike know, understand, and demonstrate the REPs, (routines, expectations and procedures) by way of team and community building activities to launch the year.

I believe strongly that the braiding of these three elements has truly set the tone for an outstanding academic year.

Spotlight on August PD

Caitlin Shelburne, Middle School Director of Curriculum & Instruction

August PD did what it was intended to do: establish aligned planning and teaching practices, launch division priorities and ensure that all teachers and classrooms were prepped for students on Day 1. Dr. Ward-Jackson and the Middle School Senior Leadership launched the first day of PD with framing that connected August PD to the work that will happen this year through the lens of developing positive *habits* that will yield strong *imprints* on our school culture. (see pictures below)

When planning for August PD as the springboard for the year, Ms. Mendez (Upper School DCI) and I were intentional about building culture through professional learning and the work that brought us all to this organization.

Week One's theme was grounded in California Standard for Teaching Profession (CSTP) Two: Creating and Maintaining an Effective Environment for Learning. During this time, our Student Support Team and Grade Level Leads facilitated a two-day culture deep dive, where we came to a common understanding about what our culture is now and how we want to strengthen it this year. All teachers created Classroom Culture plans, which will serve as a thread for conversation and development throughout the year.

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Week two was grounded in CSTP Four: Planning, Designing and Delivering Learning Experiences for All Students. Ms. Mendez and I started the week by co-facilitating a Professional Development (PD) session where teachers worked with their content teams to identify vertical competencies to drive learning outcomes. Teachers were genuinely excited to work with one another and shared feedback such as:

- *"I can't wait to continue the 5th-12th grade work."*
- *"My content team is on the same page. We all have a passion for this work."*
- *"It is eye-opening to understand how competencies build on one another."*

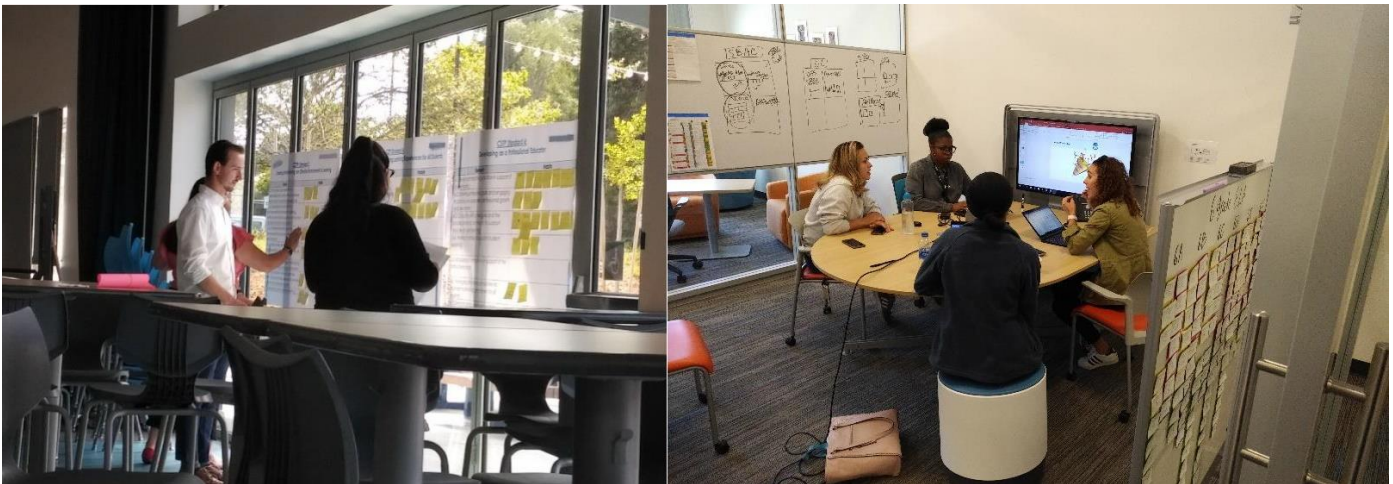
This professional development framed our school-wide instructional priority: Teachers will understand how standards connect *so that* in the moment, we can tap into prior or future learning. During this week, teachers spent four days planning their year-long pacing guides, unit plans, and setting up their gradebooks for the year.

Ms. Mendez and I were/are tracking the following success indicators:

- completion of all deliverables;
- positive and constructive feedback from PD survey data; and
- the Impact of the Implementation of Culture Setting and the Instructional Priority during Quarter 1.

Based on August PD Feedback, Ms. Mendez and I have decided to consider the following during our Friday PD Planning:

- 1.) Hold more school-wide sessions on Friday's to share best practices
- 2.) Provide multiple opportunities for school-wide peer observation
- 3.) Continue to be mindful of designated work time



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Middle School Priorities

Dr. Ward-Jackson, Middle School Division Director

What:

Middle School Division Priorities for 19-20 School Year:

Division Priority Area	Key Performance Indicators
Focus on Dynamic, Data Driven Instruction	Achievement Network (ANet) GPA SBAC
Focus on 21 st Century Teachers & Scholars	Classroom Observations Student & Teacher Surveys Digital Curriculum Analytics
Focus on Implementing Restorative Practices	EdClick Referrals Average Daily Attendance Student & Teacher Surveys

It is important to remember that all of our departmental goals and performance indicators, that will be shared below, are in response to the aforementioned Division Priorities.

This year, as the School Leader, I have set some laser focus priority areas that I will track and update the Board on during key times of the year. Those priority areas are:

1. Black/African American student achievement (BAASAI) and engagement
2. 5th and 8th grade Math achievement and engagement

So What:

The Middle School committed to a three-year implementation plan for our three Division Priorities that were developed in response to our school-wide and WASC goal #2, "Support for All Learners." The 2019-20 school year will be the third year of implementation for the key three priority areas. When we consider that just three years ago we did not have:

- a practice for formative data talks, nor fidelity to an intentional teaching and learning cycle;
- we did not have 1:1 technology nor expectations around 21st Century instructional practices; and
- we also did not have a comprehensive Restorative Justice program nor a mechanism to track student discipline and support data

It is quite clear to see the benefits of focused priority setting as well as fidelity to strategic planning. Although we have all of those things now, we are proud of our progress, and we are prepared to implement our final leg of tightening up practices around the current Division Priorities, it is apparent via observation and performance data from 2018-19 that there are two key areas that would benefit from our zooming in to provide additional strategy and support.

With a lens on performance *achievement* data, *attendance*, and *alignment*, I have decided to isolate some efforts this year in support of our BAASAI and of our 5th and 8th grade math programs, which our data identifies as being areas of high need. We know to be true that we have committed teachers who believe in the potential of our Wave-Makers and in the genius of their colleagues, we also know to be true that we have best practices to capitalize on, a relevant curriculum and assessment system, and a wealth of resources and support. *We have learned from our success with our ELD and Humanities programs, that a focus on engagement, in addition to curriculum and instruction, will yield high performance gains.* We will host surveys and events/activities to promote and to capture engagement, and we will monitor GPA and Assessment data in an effort to capture

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the impact of engagement on the data. We are excited to prioritize a focus on these two areas as in doing so we anticipate great gains for the entire community.

Now What:

- I will implement a marketing plan to share out and to chart progress against the following SMART goals for the Director's priorities:
 - *Black/African American student achievement (BAASAI) and engagement*
 - 8% increase in B/AfroAm student attendance over 18-19 SY
 - 60% of B/AfroAm parent involvement in meetings and events (80% for parents of 5th grade students)
 - 10% decrease in B/AfroAm student referral data
 - 100% 1:1 semesterly meetings between Director and parents of B/AfroAm students who are also SPED identified
 - *5th and 8th grade Math achievement and engagement*
 - 100% of all Tier 3 students in 5th and 8th grade math will have Individual Learning Plans (ILP) in math by the end of 1st Semester
 - As measured by the ANET assessment and the annual SBAC state exam, at least 80% of all Tier 2 students in 5th and 8th grade math will achieve their individual growth goals for Distance from Standard (DFS)
 - 80% of 5th and 8th grade students and families will attend a math focused engagement event (such as Family Math Night) by end of 3rd quarter
 - 100% of math teachers will participate in content professional development and ANET data talks
- Our Senior Leaders have prepared department goals and key performance indicators (KPIs) that will assist us in charting our progress along the journey of continuous growth against our Division Priorities
- As the Middle School Division Director, I am in a current feedback cycle with our CEO, Mr. Nelson, regarding the setting of quarterly objectives and key results that will assist in achieving milestones associated with our priority areas
- I have spent time with our BAASAI Lead and have collaborated on a Year at a glance and an annual calendar of events and meetings associated with the initiative
- I am in the process of planning with our DCI and Math Lead Teacher regarding how to best support and trail 5th and 8th grade math in an effort to accomplish our goals
- We anticipate some asks coming to the Board for both BAASAI and for Math this year. Accordingly, we are planning to highlight BAASAI and Math during this year's Curriculum Review Advisory Meetings

Departmental Priorities

Ms. Crews-Gamez, Associate Middle School Division Director Intervention, Technology, Extended Day & Enrichment

What?

- Focus on Implementing Restorative Practices
 - 100% of instructors will implement restorative practices in the classroom
- Focus on Dynamic, Data Driven Instruction
 - 20% of students in Tier III math will be eligible to exit by demonstrating proficiency in ANet & SBAC

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- 20% of students in Tier III ELA will be eligible to exit by showing proficiency in ANet & SBAC
- Cultivating 21st Century Teachers & Scholars
 - 100% of instructors will implement technology in the classroom
 - 100% of students will earn digital citizenship and digital literacy certifications

Goals	Metrics	Divisional Priority
<p>Intervention By the end of the 2019-2020 school year, 20% of Tier III ELA students will demonstrate proficiency in their grade level ELA standards</p>	<ul style="list-style-type: none"> ○ 7% decrease in students scoring in achievement level 1 on ELA section of the Smarter Balanced Assessment ○ % of Tier III students improving their ELA ANet Benchmark assessment scores from A11 to A3 ○ % ELA grades of Tier III students improving in comparison to previous quarter 	Dynamic, Data Driven Instruction
<p>Intervention By the end of the 2019-2020 school year, 20% of Tier III math students will demonstrate proficiency in their grade level math standards</p>	<ul style="list-style-type: none"> ○ 7% decrease in students scoring in achievement level 1 on Math section of the Smarter Balanced Assessment ○ % of Tier III students improving their ELA ANet Benchmark assessment scores from A11 to A3 ○ % Math grades of Tier III students improving in comparison to previous quarter 	Dynamic, Data Driven Instruction
<p>Technology 80% of teachers will have goals on how technology can support their instructional goals by the end of the 2019-2020 academic year</p>	<ul style="list-style-type: none"> ○ % of teachers submitting technology goals ○ % of teachers including technology goals in Year at a Glance and Week at a Glance planning documents 	21 st Century Teaching and Learning
<p>Technology 100% of teachers will assign digital assessments by the end of the 2019-2020 academic year</p>	<ul style="list-style-type: none"> ○ % of teachers implementing digital assessments ○ % of teachers including digital assessments in Year at a Glance and Week at a Glance planning documents 	21 st Century Teaching and Learning
<p>Technology 100% of 5th grade students will earn a digital citizenship certification by the end of Semester 1</p>	<ul style="list-style-type: none"> ○ % of students earning digital citizenship certifications 	21 st Century Teaching and Learning
<p>Technology 100 % of teachers will deliver digital literacy and digital citizenship lessons by the end of Semester 2</p>	<ul style="list-style-type: none"> ○ % of teachers implementing digital citizenship lessons ○ % of teachers including digital literacy and citizenship in lesson planning documents 	21 st Century Teaching and Learning
<p>Technology 80% of students will access LMS to track scores and improve GPA by end of Semester 2</p>	<ul style="list-style-type: none"> ○ % of students requesting access to log in information ○ Student surveys 	21 st Century Teaching and Learning

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<p>DREAM After School Program 0.25 GPA increase in students GPAs attending DREAM in comparison to previous academic year</p>	<ul style="list-style-type: none"> · % Increase in students' overall GPAs · % increase in Math grades · % increase in ELA grades 	<p>21st Century Teaching and Learning</p> <p>Dynamic Data</p>
<p>DREAM After School Program 2% increase in ADA (from 95.93 to 97.93) by the end of semester 2</p>	<ul style="list-style-type: none"> · Average daily attendance for MWA MS · Average Daily Attendance for DREAM 	<p>Dynamic Data</p>
<p>DREAM After School Program 100% of DREAM instructors will implement restorative practices in the classroom</p>	<ul style="list-style-type: none"> · % of teachers implementing the daily Community Building Calendar · Culture & Climate Survey Data · California Healthy Kids Survey Data, year over year comparison 	<p>Implementing Restorative Practices</p>

So What?

It is important that students experience the various components of their day, in the core day, intervention and in extended day as one seamless educational experience. To this end, it is important that Milestones toward our overarching goals this year will focus on the areas of attendance, assessment and achievement. In pursuit of maintaining our progress in ELA and improving our progress in math, the Intervention, Technology and Extended Day and Enrichment departments will work in concert to achieve the goals stated above.

During the 2018-19 academic year:

- 35% of students exited Tier III ELA and 18% of students exited from Tier III Math intervention.
- 100% of students completed digital citizenship certification and received a personal Chromebook.
- Students who attended the DREAM After School Program more than 80% of the time earned GPAs that were between 0.1 and 0.22 points higher than peers who did not attend.

It is imperative that coordinators and other educators across departments within the middle school continue to collaborate in support of all learners. We saw marked success in each department when coordinators began meeting regularly to share ideas and best practices. We have seen the positive impact that purposefully integrating technology into the classroom during the core day has had, as our DCI, Caitlin Shelburne, and Applied Technology Coordinator, Mr. Williams, have collaborated in support of teachers. We have also seen the positive effect that intentional planning during Differentiated Tiered Instruction has had, with the leadership of our Intervention Services Coordinator, Ms. Stilwell. We will continue to use technology to support with formative and summative assessments, streamline instruction, and utilize online resources such as the Digital Library to prepare for the Smarter Balanced Assessment. During the extended day, we will use PowerSchool and Google Classroom to monitor student progress, and maintain students' GPA growth. Programming for the DREAM extended day program has remained strong and consistent while onboarding a new coordinator and four new staff in addition to four returning staff. We will continue to partner across departments to achieve our goals of students demonstrating content mastery.

Now What?

Intervention will continue to work toward the goal of decreasing the number of Tier III students in Math and ELA by increasing student achievement levels through targeted differentiated tiered intervention. Instructors and Interventionists are building out individualized educational plans for all students to address their specific academic needs in relation to meeting and exceeding ELA and math standards.

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DREAM extended day programming will focus on continued implementation of social emotional learning strategies, increased attendance and targeted academic enrichment support for Wave-Makers. DREAM will continue to serve students with high quality opportunities for enrichment, modeled after college courses, and aligned with common core and best practices in social emotional learning.

21st Century Teaching and Learning will remain a focus this year, with instructors using digital literacy, digital citizenship and digital assessments as cornerstones of their approach, while students use digital literacy to track their academic performance. Through continued professional development for instructors, digital literacy workshops for parents and digital citizenship certifications for students, MWA Middle School will produce students who are prepared to meet the rigors of the modern technological world.

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**Mr. Greene, Senior Middle School Dean of Students
Student Support Services Team (Deans and Social Worker)**

What:

Deans Office – Mr. Greene, Mr. Ortega, and Ms. Pilloton		
Goals	KPIs	Divisional Priority
10% increase in the # of students reporting that teachers and/or deans are helping them to address and resolve harm and conflict in the school community	<ul style="list-style-type: none"> • Culture and Climate Survey data • CHKS data • # of RP themed lessons delivered via the Comm. Bld. Calendar • % of teachers facilitating Restorative Conferences • EdClick Data for # of teacher facilitated Restorative Conferences • EdClick Data for # of Dean facilitated Restorative Conferences • # of Restorative Reflection forms completed 	Implementing Restorative Practices
2% increase in ADA (from 95.93% to 97.93%) by the end of S2	<ul style="list-style-type: none"> • YTD Attendance Summaries improve • # of SARB 1 & 2 Letters delivered • # of SARB 3 Meetings facilitated • # of attendance marketing letters mailed home • # of conferences or phone calls with parents on attendance 	Dynamic Data
100% of teachers will be implementing Restorative Practices in the classroom during Community Building times by the end of AY 2019-2020	<ul style="list-style-type: none"> • % of teachers implementing the daily Community Building Calendar • Culture and Climate Survey data • GLL feedback on team participation level with implementing the Community Building Calendar 	Implementing Restorative Practices
100% of students who are chronically truant, failing academically, and/or have excessive	<ul style="list-style-type: none"> • SST Plans/Behavior Plans/Academic Support Plans • GL team parent conferences 	21st Century Teaching & Learning

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disciplinary referrals will be identified and supported through individualized support plans or interventions by the end of AY 2019-2020	<ul style="list-style-type: none"> · GPA improvements for students who are failing · ADA; Decrease in chronically absent students · EdClick referral data; Reduction in disciplinary referrals for “frequent fliers” · # of students receiving counseling services, SW services, or proactive Dean check-ins 	
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Social Worker’s Office, Mr. D. Garcia

Goals	KPIs	Divisional Priority
85% of all middle school Wave Makers will demonstrate increased knowledge of basic coping strategies via Self-Care Action Plans	<ul style="list-style-type: none"> · Number of student-completed Self-Care Action Plans · Number of referrals for emotional dysregulation intervention/support · Student Culture & Climate Survey Data 	-Dynamic Driven Data -21st Century Teaching & Learning
70% of all middle school parents/guardians surveyed will demonstrate basic knowledge of strategies and/or resources to address typical developmental issues	<ul style="list-style-type: none"> · Parent Survey Data · Parent Workshop Attendance · Number of referrals to community partners · Parent Consultations 	-Dynamic Driven Data
100% of middle school faculty will have access to strategies and interventions to promote self-awareness and emotional regulation	<ul style="list-style-type: none"> · Complete August PD introducing basic self-awareness and coping strategies to faculty/staff · Implementation of emotional regulation strategy or intervention within learning environment · Individual and/or grade-level consultations 	-21st Century Teaching & Learning
Engage key stakeholders, including Dean of Students, clinicians, DCI and SPED Coordinator, to design and promote a trauma-informed care framework for AY 2020-2021	<ul style="list-style-type: none"> · Jointly formulate criteria to define trauma-impacted students and trauma-impacted student needs · Designate a rubric to assess & align current school practices and interventions with trauma-informed care philosophy 	-Dynamic Driven Data -21st Century Teaching & Learning

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So What:

In his new role as Senior Dean of Students, Mr. Greene took initiative to engage his enhanced responsibilities through intensive summer planning on the following key areas:

- Conduct extensive research on best practices in proactively supporting the academic and social-emotional needs of *all* students in the school community.
- Lead and develop year-end needs assessment to identify critical school culture and climate strengths and areas for growth.
- Lead the collaborative process with the Student Support Services Team (Senior Dean/ADOS/SW) to create and implement a shared inter-departmental Mission and Vision, aligned year-long goals, and agreed upon strategic interventions that respond to annual needs assessment results.
- Create and deliver strategic systems and approaches that promote sustainability/longevity in the roles of Associate Dean of Students, Social Worker, and Senior Dean of Students.

Growth Areas

According to our recent California Healthy Kids Survey data:

- o Nearly 20% of MWA Middle School students reported engaging in alcohol or drug use.
- o 31% of Middle School students reported experiencing chronic sadness or hopelessness.
- o Alarmingly, 17.5% of 7th and 8th grade students have considered suicide in the past 12 months.

In addition, with the influx of MS students through our expansion, students reported an overall 10% dip in their perception of staff and leadership availability and responsiveness to supporting students in resolving conflicts and harm that occurred in the school community from Fall of 2018 to Spring of 2019.

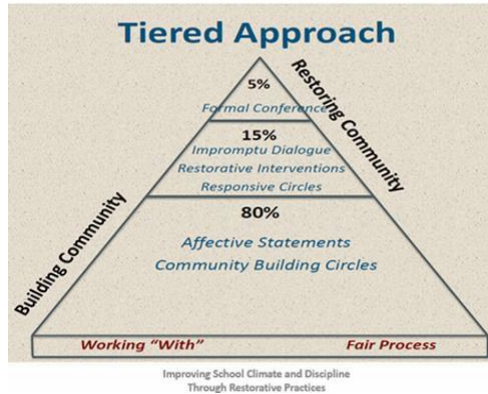
Perhaps relatedly, our ADA for the 18-19 school year dropped significantly below our 97% goal to near 96% ADA.

Now What:

MWA students would benefit from further explicit support with developing SEL skills, most pressingly with learning healthy coping mechanisms for dealing with stress and with establishing supportive relationships with both peers and mentors in the school setting. Opportunities exist for site-based Leadership to further collaborate and integrate services across departments to address shared inter-departmental challenges related to school culture and climate safety needs, academic performance trends, and the development of social-emotional competencies of students.

The Student Support Services Team is evolving our counseling model away from a traditional service-oriented model, characterized by a reactionary and largely crisis-operational response mode, toward implementing a Comprehensive Guidance and Counseling Program (CGCP) that *proactively* addresses the holistic needs of *all* students. We are developing a counseling and guidance approach that is more collaborative, systemic, incremental, developmental, educational and preventative in nature. By creating and implementing a Daily Community Building Calendar across all homerooms, and by providing comprehensive weekly plans for the Community Building hour, we are anchoring our school year in the Foundation of implementing Restorative Practices.

Restorative Practice



The Student Support Services Team is also partnering with our Intervention Coordinator to develop early intervention strategies, methods, and tools for identifying and providing individualized interventions for 100% of students who are truant, under-performing academically (below a 2.0 GPA), and/or who are receiving excessive disciplinary referrals. We aim to dynamically target and remove barriers to student success so that all Wave Makers are provided with individualized supports that ultimately lead to high academic achievement and interpersonal success and wellness.

Because Parent/guardian participation in the educational process is critical to student success, the Student Support Services Team is partnering with the Parent and Guardian Engagement Coordinator to provide ongoing parent education (both during the school day and at Saturday Parent Meetings) on the topics of:

- Communicating and Learning at Home
- Family Wellness and Parenting
- Decision Making & Capacity Building
- Collaborating & Community Partnership

**Ms. Shelburne, Middle School Director of Curriculum and Instruction
Curriculum & Instruction, English Language Development**

What:

Curriculum & Instruction – Ms. Shelburne		
Goals	Metrics	Divisional Priority
Establish a functional Instructional Leadership Team (ILT) that improves teaching and learning	# of students engaging in grade level critical thinking: Asking higher order thinking questions Debating with peers/adults about content Giving and receiving feedback Learning through reflection and problem solving Using content specific language	21 st Century Teaching and Learning Dynamic Data Driven Instruction
Establish collaborative Planning Practices that drive <u>aligned</u> and <u>relevant</u> instruction	Quality/# of times within a lesson teachers: Ask questions that require students to problem solve Provide productive space for students to ask questions, give and receive feedback, and utilize content-specific language and struggle # of classrooms with aligned instruction Gradebooks meeting expectations	21 st Century Teaching and Learning Dynamic Data Driven Instruction

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Aligned grading practices are valued, understood and implemented	Teacher Gradebook Audits Parent Feedback	Dynamic Data Driven Instruction
English Language Development – Mr. A. Garcia		
100 % of Middle School Students will reclassify by the end of the 8 th grade.	Classroom observation data (Teachers are using at least 2 instructional strategies in each lesson) ANET Data, ELPAC Data, SBAC Data, STAR Reading Data	Dynamic Data Driven Instruction
During Designated ELD time all students build content specific language to gain proficiency in English and have full access to core day content.	Classroom Observations <ul style="list-style-type: none"> • 100% of students in ELD DTI classes are engaged in lesson • Using Content Specific language • Debating with peers/adults about content Planning documents <ul style="list-style-type: none"> • YAAGs for designated ELD aligned to topics taught in core day. 	Dynamic Data Driven Instruction
100% of Grade 5-8 EL parents will meet with ELD coordinator to discuss path to reclassification	Bi- Annual meetings Meetings with all parent/guardians once per semester Increase number of parent participation at ELAC meetings.	Dynamic Data Driven Instruction

Teacher Leader Capacity: We have worked to intentionally build capacity in our Content Leads and Teacher Leaders. Because of specific training, they are all able to effectively lead meetings around curriculum planning and looking at student work. Additionally, they all model professionalism and continued learning in their specific content fields. Our Lead Teachers and Content Leads also achieve the highest student achievement data.

Student Achievement:

- MS Average: Our ELA Scores are consistently progressing, but our Math Scores are remaining stagnant.
- ELD: EL students are progressing on the SBAC, but at a slower rate than their peers.

So What:

Teacher Capacity: Because we have strong teacher leaders, we want to be sure that we are maximizing their impact! We know that when new teachers and math teachers get weekly coaching support from the DCI, Lead Teachers or ELD/Intervention Services Coordinator, their teaching practice improves and their SBAC Scores are higher.

Student Achievement: We want to reclassify 100% of students before they are promoted to the Upper School. There is a need for specific intervention for EL achievement. By triangulating achievement data, we learned that students whose parents regularly attend parent meetings (Student-Led Parent Teacher Conferences, 1-1 Meetings with the ELD Coordinator and ELAC Meetings), perform at higher rates than their peers.

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Now What:

Teacher Capacity: As part of our 5-year plan, we are working to establish an Instructional Leadership team which is charged with improving teaching and learning at the middle school. Members of the ILT Team will engage in weekly coaching cycles with new teachers and math teachers and hold collaborative meeting spaces designed to lesson plan for alignment, best practices and ELD specific strategies.

Student Achievement: The ELA and Math Departments are specifically tracking EL and Black Student Achievement on a bi-weekly basis through our Looking at Student Work protocol in collaborative planning. Mr. Garcia, our ELD Coordinator has responded to the data point above by scheduling interactions with all ELD Parents

Middle School Staffing Update

New Community Members

We are excited to welcome new members to the middle school Faculty to mostly fill some key expansion teaching positions. This year, we welcomed two former resident teachers, Ms. Morte and Ms. Rodriguez on to our faculty as our 7th Grade ELA and History teachers! We are excited to support Mr. Amey in his Student Teaching in 7th Grade Math. Mr. Amey is partnering with Ms. Delaplaine to grow his craft. We are also excited to welcome Ms. Cruz, who formerly taught in our After School program and is now an ELA Teacher Resident working under the guidance of Ms. Charlillo. We also on-boarded two fabulous and experienced RSP Teachers to our team, Ms. Joseph and Ms. Schauer, as well as two new science teachers, Mr. Rong and Mr. Daley.

What: Due to a late summer resignation of our 8th Grade ELA teacher, we are left with a vacancy.

So What: We are currently partnering with talent to identify a qualified and mission-aligned teacher to join our faculty. We are in the process of interviewing some promising candidates.

Now What: In the meantime, the Humanities Lead Teacher, Ms. Harper-Cotton, and MS DCI are collaborating around lesson planning and grading for the long-term substitute.