

# Making Waves Academy

*Curriculum Review Committee  
Discussion*

*Ms. Harper-Cotton; Ms. Mendez  
Ms. Shelburne*



# Discussion Question



*How does the shift to our new organizational structure create opportunities for innovation, alignment, and stronger student outcomes?*

# Agenda



Agenda Item	Time
<p data-bbox="397 446 952 494"><b>Pre-Reading Discussion</b></p> <p data-bbox="34 511 813 554"><a href="#">Executive Summary on Course Offerings</a></p> <p data-bbox="34 568 562 611"><a href="#">Opportunities for Innovation</a></p> <p data-bbox="34 625 411 668">Executive summary</p> <p data-bbox="34 682 102 725">IXL</p> <p data-bbox="34 739 987 782">Sex Education Health and Update (<a href="#">About Cardea</a>)</p>	<p data-bbox="1547 446 1692 489">15 Min</p>
<p data-bbox="620 826 730 869"><b>Math</b></p> <p data-bbox="189 883 1161 926">Proposed Curricular Material Shifts and Next Steps</p>	<p data-bbox="1547 826 1692 869">30 Min</p>
<p data-bbox="591 1038 759 1080"><b>History</b></p> <p data-bbox="189 1095 1166 1138">Upcoming Curricular Material Shifts and Next Steps</p>	<p data-bbox="1547 1038 1692 1080">30 Min</p>

# Making Waves Academy

## *Math Update*



# Essential Question



*What role does focus, coherence, and rigor have  
in leveraging positive student outcomes in  
Math?*



# Anchoring In Alignment and Usability

-Common Core Math Shifts: focus, coherence, rigor

- *conceptual understanding*
- *procedural skills and fluency*
- *application*

-Common Core Standards for Mathematical Practice

- *important processes and proficiencies to develop in students*

# EdReports: Upper School Math Curriculum



SpringBoard Traditional (2015)

Published By: College Board | Date Published: 6/3/2016 | [View These Reports](#)

SpringBoard ALGEBRA I	GRADE LEVEL	FOCUS & COHERENCE	RIGOR & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING
	High School	9/18	N/A	Does Not Meet Expectations	N/A

## Strengths:

- skills for various college majors (high college readiness indicator)
- project-based
- same publisher as ELA curriculum (with positive SBAC scores)

## Challenges:

- less alignment to state assessments (procedural, conceptual, and application)
- not all standards fully developed
- less connections to prior content

# Equity + Access = Outcomes



- *teacher support*
- *internal coherence mapping*
- *focus on mathematical practices, standards alignment, and assessment connections*



# Proposed Curriculum Adoption Timeline



## Curriculum Audits

-standards alignment, usability, student outcomes

Q2,  
2020

## Spring CRC

-present findings, ask for support in new curriculum adoption

Q4,  
2021

## New Curriculum Launch

-increased student outcomes!

Q1,  
2021

Q3,  
2021

## Present Options to Math Team

-focus groups, unit deep dives, feedback

Summer,  
2021

## Professional Development

-online modules, vendor coaching, etc.

# Essential Question



*What role does focus, coherence, and rigor have  
in leveraging positive student outcomes in  
Math?*

# Making Waves Academy

## History Update



# Discussion Question



*How does a shift in the History-Social Studies framework create pathways for Common Core alignment, college and career readiness, and stronger student outcomes in the Humanities?*

# Common Core , College and Career, and History Framework Shifts



	Common Core Shifts	College and Career Readiness	History Framework Shift (2018)
Complexity	Uses complex text and content-specific, academic language	Builds upon text complexity to meet the demands of college and career	An instructional approach that is grounded in conceptual and thematic essential questions
Evidence	Grounds reading, writing, and speaking in literary and informational text	Speaking and writing demonstrates a command of sequence and detail in argumentative and informational writing	The framework is investigative, research-based and interpretive,
Knowledge	Builds knowledge through content-rich nonfiction	Knowledge is built reading and writing using informational and content-rich texts in History-Social Science and the Arts	Build knowledge by actively and collaboratively applying knowledge for civic engagement



# SBAC Connection (5th Grade)

Informational Text | Key Ideas and Details

**CA CCSS.ELA/Literacy.RI.5.3**

District **Making Waves Academy** Grade **5th**

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

School	Current Mastery	Distribution of Students						Students Tested / Total	Median Mastery %
		Beginning		Developing		Secure			
		# Students	%	# Students	%	# Students	%		
Making Waves Academy		73	48%	42	27%	38	25%	153/168	62

## Takeaway

California Common Core State Standards for Literacy measure student mastery around their ability to identify and articulate relationships between concepts using nonfiction and technical text. This student sample shows a 5th grade data from the first diagnostic Star (reading) test from Fall 2020. Almost half (48%) of the students showed a need for intervention around reading informational texts. While The Star diagnostic is not an predictor for the SBAC; it is an indicator of student’s current level of understanding and identifies opportunities for intervention and practice through a curriculum with a strong interdisciplinary framework.



# SBAC Connection (11th Grade)

Informational Text | Key Ideas and Details  
**CA CCSS.ELA/Literacy.RI.11-12.3**

District Grade  
**Making Waves Academy 11th**

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

School	Current Mastery	Distribution of Students						Students Tested / Total	Median Mastery %
		Beginning		Developing		Secure			
		# Students	%	# Students	%	# Students	%		
Making Waves Academy		65	71%	17	19%	9	10%	91/98	45

## Takeaway

71% of the students showed a need for intervention around relational, informational texts. While The Star diagnostic is not an predictor for the SBAC; it is an indicator of student’s current level of understanding and identifies opportunities for intervention and practice through a curriculum with a strong interdisciplinary framework.



# Proposed Curriculum Adoption Timeline

## Conduct Curriculum Audit

- Standards alignment
- Student outcomes
- Student work analysis
- Research (high performing schools)
- Develop criteria

## History Department Presentation and Unit Pilots (Phase 1)

- Teaching and Learning Cycle
- Student feedback

## Conclude Pilot (Phase 2)

- Teaching and Learning Cycle
- Student feedback
- Choose and order curriculum

December 2020

March 2021

June 2021

November  
-December  
2020

January  
2021-February

April-May 2021

Self-Paced Summer  
Professional Development

## Present Curriculum Options to History Department

- Focus groups
- Unit/lesson pilots

Present Findings and Data to Curriculum Review Committee

History teachers have access to online curriculum and learning platforms. Identify vendor coach and online/self-paced professional development.



# Discussion Question



*How does a shift in the History-Social Studies framework create pathways for Common Core alignment, college and career readiness and stronger student outcomes in the Humanities?*

# Making Waves Academy

*Curriculum Review Committee  
Discussion*

*Jon Siapno*



# Agenda



Agenda Item	Time
<b>Pre-reading Discussion</b>	15 Min
<b>Essential Question</b>  <i>Areas Currently Evolving</i> <i>Areas Worth Exploring</i>	25 Min
<b>Closing and Repeat-back</b>	5 Min



# Pre-reading Headlines and Q&A

## **Job Losses in the New Economy**

Within hard-hit industries, young, less educated, workers of color are bearing the worst of job losses. For many of those workers, their old jobs won't be coming back, even as the economy continues to open.

## **Undermatching in a Changing Admissions Landscape**

Given broad cancellations of standardized testing this year, what colleges are looking for in applicants may be changing -- potentially permanently.

## **Accolades Comparable with High-performing Schools**

Our outcomes from the Class of 2020 include: a high rate of students with post-secondary plans, admission to more selective institutions and prestigious honors, and a high commitment rate to four-year institutions among Black and African American students.

## **Optimized for Access through Differentiation**

Our counseling model is optimized for college access. Beginning with early guidance in Grade 9, it maximizes admission to a range of colleges for different segments of students.

# Essential Question



*Given the backdrop of the Strategic Plan, the unprecedented disruptions to college access, and the abrupt future of work, what areas must we evolve to optimize for positive life outcomes for all Wave-Makers?*

# Strategic Plan



We have defined a set of initiatives to drive progress within each of Making Waves' overarching priorities.

Priority	Key supporting initiatives
Align programs	<ul style="list-style-type: none"><li>• Develop shared organization-wide metrics</li><li>• Develop/codify college and career curriculum across MWA and CAP</li><li>• Focus internal supports on increasing the impact of high-leverage positions (teachers / instructional coaches / CAP coaches)</li></ul>
Refine existing MWA and CAP programs	<ul style="list-style-type: none"><li>• Access: improve quality/consistency of advisory period programming</li><li>• Success: reduce administrative tasks for coaches and FSCs</li><li>• Success: require MWA students to apply/opt-in to CAP program</li></ul>
Position MWF for sustainability and expansion	<ul style="list-style-type: none"><li>• Drive down cost structure/cost per student, which includes capping all scholarships at \$5k/year</li><li>• Clarify organization-wide accountability structures / decision rights</li><li>• Align the work for functional teams to support access and success programming</li></ul>
Develop culture of continuous improvement	<ul style="list-style-type: none"><li>• Free staff capacity to codify, evaluate, and improve existing practices...</li><li>• ...and to design pilots/ innovations, leveraging longitudinal student data</li></ul>



# Areas Currently Evolving

- As part of the Program Core Team (PCT) of the Strategic Plan, we are exploring an organization-wide framework for continuous improvement.
- Using MicroCollege as an example, we are continuing to think about better differentiating and supporting multiple post-secondary pathways and options.
- We are building earlier opportunities to experience college and career exploration, including exposure to various post-secondary education and career certification pathways.
- To enable our Wave-Makers to experience a heightened sense of self-agency, we are organizing our counseling activities around life milestones, or choice points, that they can expect to experience throughout their lives.
- An engagement survey is collecting data on the life milestones that our alumni Wave-Makers are currently experiencing, or expect to experience soon, to inform our near-term programmatic offering.



# Areas Worth Further Exploration

- What can be learned about our college-going students who are experiencing uneven or less than ideal success rates?
- The current counseling model is resulting in students feeling like “they have no choice,” or the decision to go to college has already been made for them.
- Early guidance from college and career counseling doesn’t yet begin until Grade 9.
- There is still shame associated with picking a post-secondary pathway that isn’t college.
- Family engagement through college and career counseling doesn’t fully leverage the unique position of parents and guardians. Currently, we mainly give updates.





# Near-Term Priorities

- We are orienting the success of Making Waves Academy in shared organization-wide metrics, particularly Estimated College Completion (ECC) rates, high school completion, college readiness, pathway of choice, student agency, and alumni engagement.
- Through a holistic approach, we are developing and codifying the college and career curriculum across MWA and CAP, and improving the quality and consistency of Advisory.
- Our leaders are focusing internal supports on increasing the impact of high-leverage positions.

# Closing and Repeat-back



*Thank you*