

Making Waves Academy

MWA Board Deep Dive

May 6, 2021





Discussion Question:

How could the conversation around learning loss be reframed to support MWA's strength based approach to teaching and learning?

Care: To bring diverse hearts and minds together, we need to help our students understand and act from an *ethic of care*.

Connection: To build positive bridges forward, we need to help our students understand and act on the desire to *authentically connect with others*.

Culture: To create joyous, growth-mindset futures, we need to help our students understand how to create *spaces of genuine positivity*.

Community: To foster truly inclusive learning communities, we need to help our students understand and act on the *value of involving all voices in the process*.”

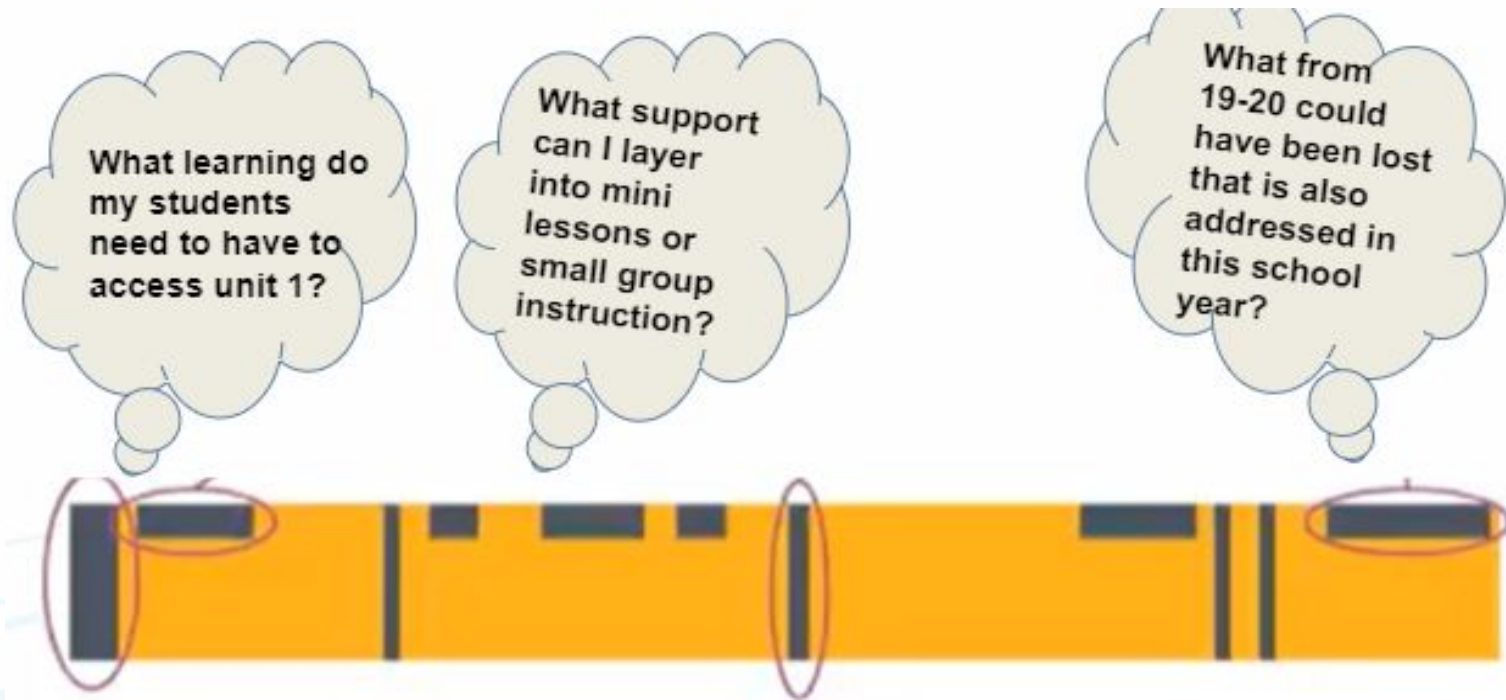
-Dr. Ward-Jackson



Context and Grounding Definitions

- **Learning Loss:** Standards and skills that were taught, learned and lost due to summer vacation and the strain of remote learning.
- **Unfinished Learning:** Standards and Skills that we intentionally did not teach due to the slower pace of learning during Remote Learning last spring. (unfinished teaching)

Our Approach



If we maintain our commitment to the teaching and learning cycle and leverage professional development in support of the major work standards, **then** our students will demonstrate continuity of learning.

Our Approach In practice

- Foreshadow content & language
- Mini re-teach lessons
- Small group teaching during asynchronous time
- Collaborative planning with exit ticket data
- Leadership coaching and development



What we have learned

AFFIRMED BEST PRACTICE:

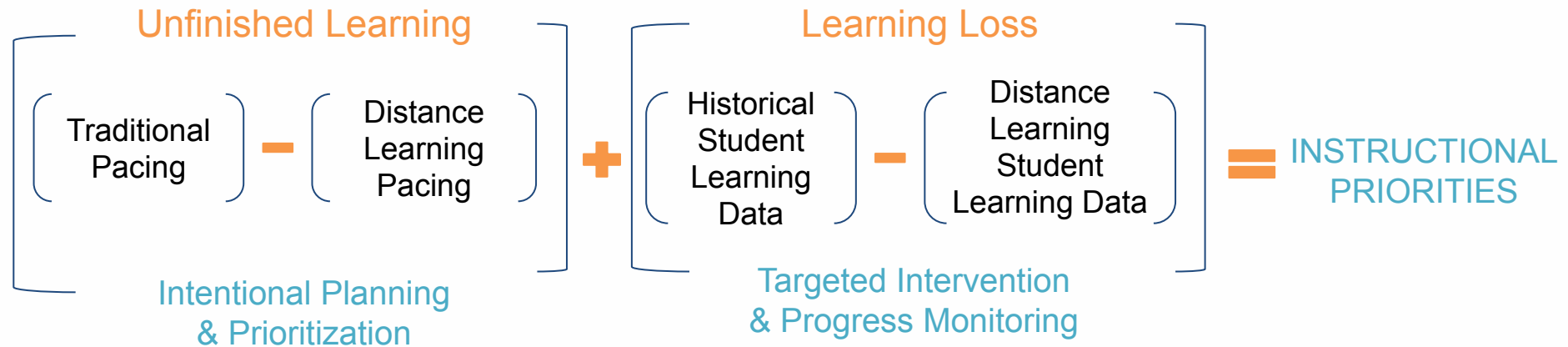
- **Students do better when they are engaged:**
 - High interest articles and assignments
 - Leveraging relationships
- **Support services are most effective when embedded into the core day:**
 - Interventionists mini lessons during asynchronous times
- **Grade level team alignment supports continuity of learning**
 - Alignment on approach to SEL needs while maintaining rigor

NEW LEARNING:

- We defined what engagement looks like at MWA through the creation of our MWA Engagement Rubric (**Continue**)
- School-wide content specific professional development jumpstarts interventionists ability to address misconceptions and pre-requisite skills (**Continue**)
- Social insecurity associated with needing supplemental support was removed by using individual zoom sessions. (**Continue**)
- Bright spots for distance learning (**Start**)



Our Framework to AY 2021-22





Next Steps: Framework in Practice

- Strengthen Summer Academy with a focus on engagement:
 - Enrichment Offering, PMSC Integration, Early Exposure Curriculum
- Implement Math and ELD Acceleration Academies
 - Modeled after 2017 ELD Acceleration Academy
- Leverage learning loss specific professional development
 - ANet Coaching, RTI at Work, Standards Institute



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