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**Board Report**  
School-Wide

### From the Senior School Director's Desk

Dr. E. Ward-Jackson

During a "Circle-Up with Dr. Ward-Jackson" meeting, outside at the upper school lanai, I was engaging with a group of our long-standing upper school teachers about school climate, and I had an epiphany. While discussing some of the experiences and social needs of our 9th grade students, coupled with the challenge of decreased Dean availability due coverage needs, we unpacked that the last full year of on-site learning experienced by our 22nd Wavers, was in the 6th grade. Our 9th graders experienced an interrupted 7th grade year due to Covid, and a fully remote 8th grade year. This realization led to reflecting on the fact that our 12 graders' last full year of traditional learning was their frosh year, and our brand new 5th graders have not had a full year of instruction since they were 2nd graders. What an eye-opening activity. This discussion quickly led to a shift in understanding regarding the maturity, motivation, and mentality-based climate challenges that we have and will continue to experience. It is not "business as usual"...and that is ok. But it is also very uncomfortable, and for many (especially for those who are use to running a tight ship, being "gold star" in classroom management, inheriting students with specific competencies, or those who simply thrive off of rote expectations and predictability) this reality may not only be uncomfortable, but it may also feel unbearable. Combining the aforementioned with the uncharted adult experience, that for some, includes wilted trust and depleted morale, makes for a school community that is hungry for inspiration, nurture, sustainability, and a **REBOOT!**

There is no playbook for how to do school after returning from remote learning and isolation due to a pandemic. Site based educators have never experienced this before. We are all learning and growing and relearning and recovering together. We started the year fast with a focus on safety and engagement, and we've learned from the launch that it is time to pace down. It is time to implement Sankofa, to go back to our cultural foundation, to connect to our roots which are our REPs, our core values and our *Affirmation*, and to scale deep for excellence so that we might strengthen our culture and our "why." We are in desperate need of an attitude adjustment; a mood change...also known as "an improved school climate." The good news is that everyone is ready for and is anticipating a reboot that will launch on 10/12/21. The better news is that we have been here before, and we have a historical track record of victorious climate resets. Sure, the resets were under different challenging circumstances, and they were under my leadership, while leading the middle school division specifically—but they were successful as they yielded increased student outcomes, staff retention, and revitalized engagement. I am harnessing and bolstering my faith, optimism, and innate servant leader toolbox in preparation for a much-needed reboot that, although different and broader in scope, will yield the same needed outcomes. It is my expectation that we cling together as a community and rise up in anticipation of best serving our Wave-Makers, and it is my expectation that our students will, in turn, walk in the pride of being a Wave-Maker.

**Climate Reboot:** We are resetting (students and staff) on three very specific areas:

1. **"I am a Wave-Maker": Reconnecting with the attributes of a Wave-Maker**
  - a. Core Values, Affirmation, Life Dream
  - b. Attendance/Cutting Consequences
  - c. Peer to Peer Engagement
  - d. Routines, Expectations, Procedures (REPs)
  
2. **Dress Code**
  - a. Hard reset on policy

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### 3. Belonging/Spatial Ownership

- a. Move-in: Cover the white walls & get rid of boxes
- b. Start back student announcements & daily bulletins
- c. Outside community building opportunities
- d. Implement student-led ideas

In late August, I instated a task force made up of leaders, teacher-leaders, and teachers to support me in thought partnering around contingency and “out-of-the-box” planning and ideas associated with instruction during this very unique time. Our task force quickly morphed into an incredible think tank and work group that engaged in conversations about sustainability and culture, in addition to the instructional task that we’d originally come together to tackle. I have decided to maintain the task force, and to expand our vision. We will now have a three-pronged focus: 1) Instructional contingency and innovation, 2) Sustainability, and 3) School Culture (students and adults). There are 15 members on the team.

- The task force engaged a SWOT (Strengths, Weaknesses, Opportunities, and Threats) process that led to a proposal of several out-of-the-box instructional suggestions. After vetting with Leadership, we obtained agreement to move forward with a few ideas that should have an immediate positive and progressive impact on our community:
  - We will onboard the UC Scout On-Demand program for our Spanish III vacancy. This UC Course includes a virtual teacher.
  - We have an approved job description and will add “Student Success Liaisons” to our team. These Liaisons are mentors who will support student success. That could look like monitoring an online course, providing asynchronous support for an intervention class, or supporting the success of our students in many other ways.
  - We have been approved to hire 5 additional on-site substitute teachers to support vacancies and day to day sub coverage needs.
- The task force proposed several ideas to support staff sustainability. Here are some approvals that the community is very happy about:
  - We will now have one sustainability Friday each month (9 in total)
    - Sustainability Fridays are optimized by being intentionally connected to 3-day weekends or break weeks
  - Starting Friday 9/24/21, adults in the community may wear jeans along with their college Fridays gear.
  - Full Day PD’s will be remote optional. Employees may choose to join PD from home or on campus.
  - We are asking Making Waves Foundation to support us by providing lunch, on some cadence (maybe once a week) to our faculty and staff. This proposal is being considered, and we hope to confirm soon.
  - Saturday Academy days have been decreased from nine to four.

Encouraged by the process and outcomes of the task force, and committed to thought-partnering with me directly, all of the members have decided to stay on board and tackle more problem-finding and problem-solving with me. The task force is currently working on:

- Designing a creative alternative schedule that can be used in lieu of closing school on days that we may be too short staffed to open.

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- Brainstorming scenarios and designing a survey that looks at prioritizing ways to recoup any missed instructional minutes/days in our master calendar
- Climate Reboot: Suggesting topics and groups for “Circle-Up w/ Dr. Ward-Jackson,” and sharing insight, ideas, and recommendations with Ms. Crews-Gamez and the Deans regarding the reset.

While we are getting our bearings, building relationships, and continuing to learn how to “be” and how to be safe around each other, programmatic compliance is still moving forward and learning is still happening!

We launched an amazing stakeholder engagement process for ESSER III funds, planning with our parents and staff, and, in addition to completing that plan, we have also launched work on our LCAP and WASC. We have also had our first School Site Council (SSC) meeting of the year. My biggest take-aways from these initial programmatic compliance activities and from the voices of our families are that safety remains the top area of concern and celebration, with effective academic interventions drawing a very close second. In the remainder of today's report we will dive deeply into how we are assessing and looking at math with our new assessment tool, and we will analyze learning loss through diagnostic testing and mitigation strategies. To draw the lines closer, although hope is not a strategy, it is a necessity when we are learning, building, and recovering while also showing up, performing, and maintaining high expectations. Our hope is in the resilience and fortitude of our Wave-Makers and our teachers. Now is the time to lean into our model of efficacy and continuous growth as we recover academically, strengthen the climate of our culture, and reignite the light of our amazing school community.

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### NWEA MAP Growth Assessment, Fall 2021

Radhika Kolachina (Director of Academic Instruction)

#### What?

MWA has adopted the NorthWest Evaluation Association's (NWEA) MAP Diagnostic Test this year. MAP stands for "measures of academic progress." MAP Growth Assessment is administered 3 times in a year - fall, winter and spring - to measure students' learning and growth over time. Unlike criterion referenced tests that ask all students the same questions, MAP Growth Assessment is a computer-adaptive test and every student gets a unique set of test questions based on their responses to previous questions. This allows for an accurate evaluation of an individual student's needs within each instructional area tested. When students take MAP Growth Assessments, they receive a RIT (Rasch Unit) score for each area they are tested in. This score represents a student's achievement level at any given moment and helps measure their academic growth over time. MAP Growth Assessment generates percentiles that can help us understand where each student fits in relation to how kids are doing nationwide. At MWA, the first round of MAP growth assessment was administered as a diagnostic assessment - that is, what do they know at this point in time. Data from this round of assessments are used to plan instructional support within the classroom setting for whole class instruction as well as instructional needs for individual students. Among various reports, the MAP growth reports such as "Class Report", "Student Profile Report" and "Learning Continuum Report" are used by teachers to plan instructional next steps.

#### So What?

We are excited to report the successful implementation of the MAP Diagnostic Assessment for fall 2021, what we have learned, and how this will impact student outcomes.

#### MAP Diagnostic Assessments: Glows and Grows

##### Overall

**Collaboration, problem-solving, and teamwork are key highlights** of the successful round of the fall MAP diagnostic testing round in spite of the many challenges we faced. Teachers were solutions-oriented and patient, the leadership team was strategic and supportive.

Considering the many changes facing the school during testing week (*long-term teacher vacancies; unexpected short term absences; quarantines; administering a new-to-MWA test; general beginning of year challenges*) this was a major accomplishment for the MWA team.

##### **Test Completion Summary:**

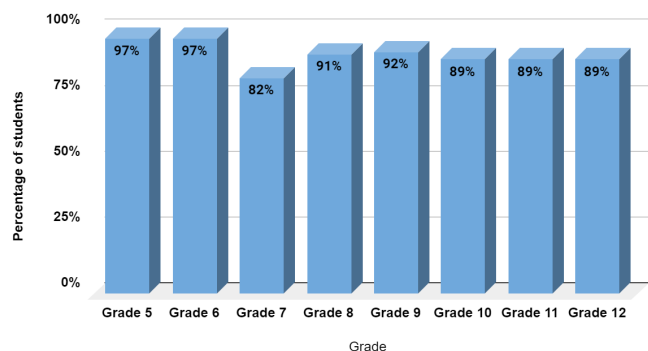
End of Testing week (8/27/21): MAP: 78% \*

End of Make-up week (9/3/21): MAP: 84%

Additional Make-up week for MAP (9/10/21): MAP: 91%

*\*initial MAP completion was lower for a variety of reasons including: it's a longer test; it's trickier to administer, which posed challenges with absences/vacancies/subs; quarantining of classes happened right at the start of MAP*

MAP Diagnostic completion rate by grade level



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### Glows and Grows by category

Category	Glows	Grows
<b>Testing Schedule and Make-ups</b>	Shifting testing from Week 3 to Week 2 was very helpful, to decrease impact on instructional time and provide sufficient time for planning for intervention supports based on assessment results. The shift proved instrumental in the completion rates of the MAP assessment as well.	<p>Potential opportunities for more time built in for testing and a clear make-up plan for student absences and make-ups after the testing window closes.</p> <p>Once a class reaches a very high threshold of completion, consider pullouts during specified times by admins.</p>
<b>Content Leads</b>	Leveraging teacher-leaders (Delaplaine, and Miller) was <u>very</u> helpful for MAP testing, as collaborators and champions in identifying anticipated challenges beforehand.	Potential opportunities for teacher leaders to be the leaders of training for testing sessions with support from DAI.
<b>Slack Channel And IT support</b>	Slack channel use allowed for real-time support and troubleshooting that was extremely helpful.	Move toward more threaded/direct responses to some questions, to decrease number of notifications, etc.
<b>Accommodations / IEPs</b>	SPED department was proactive and helpful with identifying students for accommodations for MAP testing.	Potential opportunities for clear communication and protocol for securing headsets for students with text to speech needs.

### Data Analysis

Following the MAP Diagnostic Test Administration, Math teachers analysed the assessment data with the support of RTF Enterprises (“RTF”), along with Math coaches from the ACCESS team to identify instructional needs for upcoming units. Data from the diagnostic assessment has also been used as an initial indicator to identify Tier 3 intervention supports to address “learning loss” through designated Marlin hour and DTI blocks.

### **Now What?**

As we end Quarter 1, we celebrate the successful implementation of the MAP Diagnostic Assessment but also look for opportunities for improvement. One of the key priorities is to take full advantage of “Learning Continuum Reports” provided by NWEA to train teachers in using the information from the reports to inform instructional planning.

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### Academic Support Services

Learning Loss Analysis Through Diagnostic Testing and Mitigation Strategies

Aurelio Garcia, Director of Academic Support Services

#### What?

We are excited to welcome back our Wave Makers! We understand that after 18 months of Distance Learning our students will need urgent support to help begin learning recovery. Our department is positioned to support learning loss that may have occurred and help our Wave Makers transition to full in person routines, expectations and procedures (REPs) through a coordination of mitigation strategies.

Under the Director of Academic Support Services, we have various key positions and roles that will manage direct services, access and use of educational resources and tools, and provide school wide professional development and coaching opportunities. Various stakeholders are involved in a collaborative process to analyze and respond to learning loss and facilitate mitigation strategies with fidelity.

These positions include:

- Extended day and Enrichment Coordinator -Mr. Hemelberg
- Intervention Coordinator- Ms. Lopez
- ELD Coordinator- Mr. Garcia (temporary)
- Interventionists- Ms. Diaz and Ms. Quevedo
- Student Success Liaisons- Newly created position

We have started the year in the classroom supporting vacancies full time. This has impacted the pace of our work and programming. As we progress towards Semester 2 and transition out of full time classroom support ,we will continue to refine our systems, and continue to focus on our mitigation strategies.

Our First Semester priority is to address possible learning loss. We have used the following diagnostic tools to be the primary measure for in person learning in English Language Arts (ELA) and Mathematics. We have identified the STAR reading assessments and the Measures of Academic Process (MAP) Assessment, for ELA and Math, respectively. This will be our baseline data moving forward to measure student academic growth. ELA and Math are areas that are aligned with our state assessments, college and career indicators, and integral in all core subjects. As we assess our students throughout the school year, we will use the data to monitor intervention, make adjustments to our support and inform planning strategies.

#### So What?

Regarding MAP diagnostic results, the percentiles are a comparison to other students in the same grade level at the same time of year, based on MAP's extensive normed 2020 data set. We can see that our 5th -10th grade students are below the 40th percentile, while our 11th and 12th grade students are above the 40th percentile. The 50th percentile represents performance at grade level.

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The data below represents the data collected at each grade level academy-wide:

MAP Middle School Diagnostic 8/2021		
Grade	Average Percentile	Average RIT
5th	28	196
6th	25	200
7th	29	207
8th	27	209

MAP Upper School Diagnostic 8/2021		
Grade	Average Percentile	Average RIT
9th	38	218
10th	36	220
11th	42	226
12th	43	228

Our STAR Diagnostic Test results show that our students are at least 1.5 below grade level in their grade equivalent for reading. The need to support this is apparent in both divisions of the school.

STAR Middle School Diagnostic 8/202	
Grade	Grade Equivalent
5th	3.9
6th	4.5
7th	5.3
8th	6.3

STAR Upper School Diagnostic 8/202	
Grade	Grade Equivalent
9th	6.6
10th	7.1
11th	8.3
12th	8.4

Looking at the ELA and Math diagnostic data, there is an immediate need to address both areas school-wide. This aligns with our intervention priorities in giving all our students ELA and Math intervention support and additional academic programming. We are using this data to program our students with tiered support during DTI and MH. The data will also identify and provide appropriate instruction and intervention support.

In addressing learning loss, we are employing a comprehensive approach that includes our current and historical academic support approach, additional academic services and expanded holistic services. This involves direct services, tools for academic support, and professional development for teachers and staff. This effort is in collaboration with the Academic Support Services Team, Holistic Teams, Academic Instruction Team, and teachers. We also recognize that students will need Holistic and SEL support as we have transitioned to in person instruction.

Our mitigation strategies include the following:

**Direct Services:** We are continuing to provide DTI and MH intervention support periods this school year. All students will receive specific intervention classes programmed in their individual schedule.

- Students that are identified for ELA and/or Math support will be placed in those sections.



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- The academic support team will have an interventionist that will manage students with the most needs.
- Summer Academy will offer services after the completion of the school year.
- Throughout the year, acceleration academy will take place for our ELD students and Tiered Math students.
- Student Success Liaisons support with additional case management services
- FPA Psychological available to students in collaboration with the Holistic team.

**Tools:** Additional resources will be provided to our students to help with academic needs.

- Students will have access to LEXIA and IXL online tools
- Progress monitoring tools are in place
- STAR reading and MATH IAB will be used to measure student growth
- MAP Diagnostic exams
- Advisory curriculum provided by the Holistic team centered around PMSC

**Professional Development:** Teachers and staff will receive Professional Development that aligns with the department vision.

- Intervention services Professional development(RTFisher)
- Intervention services (RTFisher)
- ACCESS Math Professional Development
- RTI@Work Institute
- Faculty SEL Professional Development provided by the Holistic team.

### Now What?

Our team has continued to adjust to the real time needs of our community and our department. We acknowledge that our teams have been impacted by school and department vacancies and classroom coverage. We are still attending to immediate requests and support as we transition out of classrooms and fully support our Academic Support Services. Below are following areas we are prioritizing through Semester 1:

- Ms. Lopez has worked extensively with RTF to plan and implement Professional Development around Intervention. She has also collaborated with the ACCESS Math team to have a cadence of coaching through semester 1.
- Mr. Hemelberg is facilitating our after school program and beginning to plan for our Summer Academy.
- Mr. Hemelberg has planned out Saturday Academy for the school year and we intend to offer Acceleration Academy workshops.
- In lieu of our ELD Coordinator vacancy, Mr. Garcia is continuing to support ELD students, families and staff.
- Refine our intervention criteria and support for DTI and Marling Hour.
- Target internal group support for our most critical learners in Math and ELA.
- Continue to analyze and identify students data to ensure students receive correct and appropriate intervention placement and services.
- Continue to advise and support teaching faculty with DTI and MH. Ms. Lopez has provided multiple tools to support teachers in planning and implementing targeted support for all our students. On the right is an example of an extensive planning resources:

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## DTI/Marlin Hour Lesson Plan Template & Curriculum Resources

### Instructional Focus:

- Provide additional time to:
  - recover gaps in learning
  - address misconceptions tied to essential standards
  - support in completing key learning tasks
  - extend/accelerate learning
- Improve Universal Skills (Essential Academic Behaviors)
- Goal Setting & Progress Monitoring

### DTI/MH Suggested Lesson Plan Template (60 minutes)

Time	Agenda	Considerations/Recommendations
2 minutes	<p><b>Welcome &amp; Attendance</b></p> <p><b>REPs:</b> How do you want students to enter your classroom?</p> <ul style="list-style-type: none"> <li>• Required Materials</li> <li>• Voice Level</li> </ul> <p>Please ensure the correct students are in your section.</p>	
5-10 minutes	<p><b>Opener</b></p> <p><b>Do Now:</b> (options below)</p> <ul style="list-style-type: none"> <li>• Check in question/reflection</li> <li>• Content based question/practice to activate prior knowledge.</li> <li>• Vocabulary Practice (Glossary Term)</li> </ul>	<p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Quick Write</li> <li>• Think, Pair, Share</li> </ul> <p><b>Resources:</b></p> <p><a href="#">Vocabulary Frayer Model Portfolio 7-12th</a>  <a href="#">Vocabulary Portfolio 5-6th</a></p>
20 minutes	<p><b>Content Review/Extension Activity</b></p> <p><b>Learning Objectives:</b> (options below)</p> <ul style="list-style-type: none"> <li>• Reintroduce key standards or concepts from core day instruction.</li> <li>• Identify domain/learning target from an assessment.</li> <li>• Introduce a new lesson to extend learning.</li> <li>• Implement a project aligned to core day content or a class theme</li> <li>• Implement inquiry-based projects.</li> <li>• Test taking tips/practice</li> </ul>	<p><b>Suggestions:</b> Use this time as an extension of your content day. If there is a concept you need more time to cover, this will be a great opportunity to extend that lesson.</p> <p>If you have a long term project aligned to your core day, this would be a great time to continue.</p> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>• Whole Group Activity</li> <li>• Small Group</li> <li>• Stations</li> </ul>

With our mitigation systems in place, we are looking forward to supporting all our students through Semester 1. As our students receive in person instruction, we will be able to observe and monitor the learning that is happening and will give us real time feedback and data to monitor closely. We will be looking at our traditional pacing and compare that with distance learning pacing. We hope to see growth in our students' academic achievement and continue to support learning recovery.