



Board Report
School-Wide

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From the Senior School Director's Desk

Dr. E. Ward-Jackson

The New York Times recently published an article on the state of education by Jacey Fortina and Giulia Heyward, that shared the subtitle: *"The pandemic has changed children. Some can't shake that feeling of instability. Others are taking on adult responsibilities. And anxiety is all around."* This quote has stuck with me as it effectively summates the reality of what I witness daily on campus. At this point in the school year, Wave-Makers continue to re-acclimate to on-site learning, while also making it very clear, both through unacceptable actions, and through a relentless drive to persevere, that everything is different, and different is challenging.

Following our previous Board meeting, my focus has been on responding to the key priority areas that were identified from the Board engagement feedback. At a time where I am prioritizing and de-prioritizing priorities, though painful, it is necessary to watch some things fall while others move forward. The key priorities from the Board engagement feedback helped with ranking priorities, and supported my assertion that anything claiming my attention outside of those areas must be specific to high level student safety, critical parent response, and time-sensitive programmatic compliance. Prioritizing so strictly comes with trade-offs that are mostly connected to shifts in visibility, accessibility, and responsiveness on deprioritized items, but I stand by the approach and have done my best to share-out areas of deprioritization as well as progress and updates with the community.

We are at the halfway point of the 8 weeks dedicated to the key priorities, and although there have been many successes, challenges persist. Some challenges have even exacerbated the extent of the original pain point shared. The feedback from faculty and staff was organized into four buckets: 1) Respect & Community, 2) Communication, 3) Tools & Support, and 4) Student Behavior. Details will be shared in a chart below, but I would like to elevate that challenges continue to exist in these areas, and realistically they will persist. Some may believe or expect full and immediate resolve in these areas. Accordingly, I want to share some realistic discernment in an effort to manage expectations, misconceptions, and ideally, to impede disappointment while promoting appropriate look-fors and milestones.

"Anxiety is all around." One of my biggest learnings over the past several weeks is that it is important to pace, and in many cases to pace down. Whereas the work that we do to support the success of our students is urgent, in this season and with the challenges that we are facing, pacing too fast and/or chasing an outdated or gold standard ideal is far too risky. Presence for supervision and safety, presence for continuity of on-site learning, and presence for restorative engagements are far more important than the indicators that we have historically used to identify success.

It is the ELPAC testing season. Historically, I would step on campus each day anxious to know how many minutes students took to complete their assessments in each domain and how many students would require make-up days. This year, my mornings start at 6am monitoring how many teacher, staff, and leader absences we will have, how many gaps in the supervision matrix there will be, and what areas I will prioritize supporting for the day. Because there is direct correlation between those numbers and the volume of student infractions, adult supports or grievances, and evening parent meetings and calls, the shift in success indicators is necessary.

Vandalism, racialized incidents, bullying, absent personnel, and a dismal energy is not the identity of our school, it is a symptom of a globalized and unresolved trauma. We know who we are. We are Wave-Makers. We declare that we will "not let anything get in the way of our success." A decade as a Wave-Maker has confirmed for me that these are not just

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words on a paper, but instead a passionate declaration that was written by 2nd Wavers with intention and experience. If any community of students and committed adults will rise from the seemingly compounding and ongoing whoas of the pandemic, it will be ours. The transparency and sincerity in which I share the pulse of our school's climate is girded in hope. It could be because I am a servant leader by nature, or perhaps it is because pressing through adversity with unwavering grace and expectation was a value instilled in me as a child, but I refuse to be defeated by circumstance.

Pacing down, prioritizing for indicators that may seem basic, and broadening perspective to fully acknowledge and accept the extreme impact on students and those who directly serve them is not defeat, it is not complacency, it is not fear, and it is not failure...it is necessary. If we are going to recover, restore, and build back strong enough to have an effective launching pad for all of the amazing new territory ahead, it is imperative that we commit to the essentials. I am committed to practice and exude this principle, and I will connect with impact partners in this effort until we are all connected as a web that is equipped with the strength to hold up our Wave-Makers as they continue to show up every day, as best they can, considering the circumstances.

Focus Area: Responsiveness to Data from Board Staff Engagement Feedback

Key Priority for next 8 weeks Progress Commentary

Key Priorities	Progress	Comments
<ul style="list-style-type: none"> ● Revamp PD Calendar to include grade level and content area collaboration <ul style="list-style-type: none"> ○ Secure, calendar, and share out staff PD's from community partners on mindfulness & wellness, restorative practices and PMSC ○ Using the parent engagement model, design a schedule of input, feedback, and engagement for faculty and staff on programmatic compliance and grants in alignment with the PD calendar. 	<ul style="list-style-type: none"> ● The semester 2 Professional Development calendar has been refined to include both Grade Level and Content Team meetings during the Friday PD time. ● On 4/14/22 faculty and staff will have an opportunity to have an LCAP input, feedback, and engagement session. This will be the second engagement session for programmatic compliance with faculty and staff. ● All faculty have engaged in 5 faculty meetings hosted by me since the start of the semester and we are scheduled to continue having one every two weeks. These occur in addition to Friday PD sessions and are intended to time for faculty to spend with me directly both on specific topics and as an open Q&A 	

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<ul style="list-style-type: none"> ● Hiring and onboarding new staff <ul style="list-style-type: none"> ○ Refine and share induction playlist for onboarding staff and contingency plans for vacated leadership positions 	<p>We have made several priority leadership hires since our last Board meeting:</p> <ul style="list-style-type: none"> ● <i>Senior Dean of Students</i> ● <i>Dean of Students</i> ● <i>Student Activities Coordinator</i> <p>All of these roles have an induction plan that will support their introduction to the community and launching into their roles.</p> <p>Contingency plan updates are in progress due to some additional changes in personnel and resignations.</p> <p>New and/or refined contingency plans are in process of review and approval.</p>	<ul style="list-style-type: none"> ● We continue to have vacancies and sporadic daily sub needs that cause gaps and the early full integration of new hires while in their induction period. ● Prioritizing time for interviews, panels, and support for onboarding, induction, and contingency implementations is challenging considering we are in a season of all hands on deck. ● We are receiving high quality applicants
<ul style="list-style-type: none"> ● Formally share new Dean of Student focus areas and communication plan <ul style="list-style-type: none"> ○ Implement success indicator tracking for the work of the Deans' Office ○ Expanding Dean's office 	<ul style="list-style-type: none"> ● Streamlined focused areas from the Dean's office was shared out to the community. Additionally the Deans crafted a document to support teachers in identifying leveled support. ● We have hired two Deans, and will hire an additional one before the end of March. These hires will fill Dean's office vacancies and will expand the Dean's office by one Dean. ● Additionally we will add a Student Support Assistant to the upper school Dean's office. 	
<ul style="list-style-type: none"> ● Task Force focus on: Our Futures Project <ul style="list-style-type: none"> ○ This work began in November and is approaching the stage where Task force members will 	<ul style="list-style-type: none"> ● The Senior School Director's Task Force is leading an effort to shape the workplace culture at Making Waves Academy. It is a diverse group of people that represent faculty, staff, and leaders 	

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<p>share with groups of their peers.</p> <ul style="list-style-type: none">○ Task force will also prioritize work on a staff version of the affirmation and defining a collection of behaviors and norms for the ideal staff culture○ Task force will retain meetings as spaces to have courageous conversations; where time is spent in the problem space and the commitment of the Task force to surface solutions is upheld. Time in Friday Professional Development will be secured for Impact Circles <ul style="list-style-type: none">● Calendaring Staff Community building activities for the semester	<p>from across the school. The Task Force is focused on taking action, driven by the belief that shaping our school's culture is a collective project shared by all of us.</p> <ul style="list-style-type: none">● From now until the end of the year, the Task Force will be leading several culture-building activities:● On March 25th, the Task Force will lead its first professional development session for faculty and staff. The session will begin with a presentation entitled "Our Futures" that underlines the role each person plays in shaping our school's culture, then will transition to an outdoor culture-building activity in the community garden.● On April 29th, members of the Task Force will lead small group discussions to discover and empower "impact players" within our community. Based on a framework by author Liz Wiseman, impact players step up and lead, while others wait for direction; they move things across the finish line, while others escalate problems. The goal of the conversations will be to encourage people to believe in their own ability to effect change on campus.	
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	<ul style="list-style-type: none"> ● On May 20th, the community will engage in a “Plus/Delta Protocol” to stimulate discussions and intentions for the upcoming academic year, based on reflections from the current year. ● From these activities, the Task Force intends to identify themes and patterns related to the values and behaviors that reflect our ideal workplace culture. It is our intention to use these values and behaviors as the foundation for a staff affirmation. 	
<ul style="list-style-type: none"> ● Confirm and implement redesign of Marlin Hour/Intervention and any associated schedule change 		
<ul style="list-style-type: none"> ● Confirm and re-allocate leadership of Advisory 	<p>Advisory curriculum and professional development was shifted to the Director of School Culture.</p>	<p>Advisory will now have to return to its original structure for the rest of the year due a recent resignation. This may cause a pain point for the Dean’s Office, and for the faculty who were looking forward to and shared appreciation for the shift.</p>
<ul style="list-style-type: none"> ● Plan and design programmatic and schedule recommendations for the Spring Curriculum Review Committee meeting 	<p>Meetings and planning in preparation for the April Curriculum Review Committee meeting has started.</p>	

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<ul style="list-style-type: none"> ● Tighten systems and protocols around scheduling, grading, proposals, and behavior interventions—document, and partner with the CEO on appropriate housing and custodian for such institutional knowledge. 	<ul style="list-style-type: none"> ● Senior Director of Academic Instruction has made progress on tightening systems and communications on scheduling and grading in collaboration with the Academic Instruction Team ● I have had two meetings with Mr. Nelson to discuss how to best capture and house institutional knowledge. 	
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Important to mention:

- We will celebrate parent volunteerism and leadership in an award ceremony that will take place during the 3/12/22 parent meeting.
- Our Black/ African American Student Achievement Initiative (BAASAI) did an incredible job celebrating Black Excellence at Making Waves Academy during Black History Month. This celebration included acknowledgement of the 26 students who have maintained a GPA of 3.5 or higher. One community-wide highlight was the Advisory curriculum that supported meaningful dialogue and engagement. Congratulations to the leadership and committee that supported this very important work.
- In collaboration with the Climate Justice Club, our Asian and Pacific Islander Alliance (APIA) supported a successful fundraising effort toward the relief of Tongan citizens who were impacted by the volcanic eruption and tsunami that occurred in the southwestern Pacific Ocean on January 15th. We are so proud of our Wave-Makers and their relief efforts.
- Graduation and Promotion planning is underway!