



Learn. Graduate. Give Back.

## MWA CEO Report to the Making Waves Academy Board

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September 2022

### 2022-23 School Year Preparation & Launch

The 2021-22 school year is behind us. We endured and persisted during the school year, and at the end of the year we celebrated our students through our seniors' college admissions/post-secondary decisions, 12<sup>th</sup> grade graduation, and 8<sup>th</sup> grade promotion.

I spent much of the spring and summer reflecting on the year, where we are at as school community, and what could serve as the best set of guiding principles and goals for the year. Through the feedback shared from parents, students, staff, and the Board. Here are some of the overarching principles and practices that are guiding the approach to the school year:

- **Back to Basics** – I am prioritizing things like:
  - communication
  - arrival and dismissal systems
  - facility care and maintenance
  - campus supervision systems and accountability
  - student uniform compliance
  - student discipline and restorative practices
  - viable and planned out school activities and professional development calendars

Creating a sense of safety, guidelines, consistency, and viable schedules and calendars are all things that contribute to students, staff, and parents feel “safer” and more supported.

- **Simple/Straightforward vs. Complex/Dynamic** – At MWA we have always tried to provide a multitude of supports for our students. In some cases, the complexity involved on making good on those supports is not tenable or sustainable. Supports are best when they are reliable and consistent – i.e. “guaranteed and viable”. So, this year, my consistent request is for staff to propose solutions and systems that are replicable and sustainable as much as possible – “under-promise and “over-deliver”.
- **Guaranteed and Viable Curriculum and Practices** – Instruction and use of curriculum is always best when it can be “guaranteed” (e.g. on-hand, fully developed, and standards-aligned) and it is “viable” (able to implemented consistently and sustainably).

## **Launch to the Year**

I approached this year almost as if it was a “start-up” year. With the material level of transition in leadership and a need to address some critical delivery-of-service areas, it is as if it were our first year as a school – i.e. new or refined systems, new leaders, and an expectation for things to be different. One advantage is some returning leaders and some strong and committed faculty and staff.

We were close to being fully staffed going into the last two weeks before the start of August training. And then, some faculty resigned, from both the middle and upper school divisions, through the first week or so of training. Fortunately, on-site substitute teachers who were hired to support us throughout the school year were already onboarded and in training. They have been deployed as long-term subs while we continue to look for teachers to fill these vacancies. Doing so allowed us to open the school year with a live instructor for most every classroom in the middle and upper school, even if in some cases, the courses are online courses through APEX (in the upper school).

The two new Assistant Principals, Eric Becker and Brian Jimenez, were hired by early July. By mid-July, Mr. Becker, Mr. Jimenez, and I were working together to begin planning August training and map out the school year connected to the four areas of focus for the year (see the last page). The three of us worked together to begin mapping out the professional development calendar for August training and the entire school year. We were able to deliver on both.

Using the 2022-23 school year areas of focus, we worked with leaders across the school to develop an August training and school year professional development calendar that both responded to critical feedback from last year but also addressed connection, instruction, and safety goals. The first step in that was choosing to conduct August PD in person versus through Zoom (which we opted for last year). Every day through the first week of training different teams were allowed to introduce themselves to the larger community. We also did several rounds of journey life map activities allowing different members of the community to get to know one another a bit better. Midway through training, the Friday professional development (PD) schedule for the entire school year was shared with faculty and staff.

In terms of curriculum and assessment, our assessment calendar is also set for the school year. We made some decisions that are aligned with making sure that we are clear with our reasoning for assessing and a commitment to evaluate the data in a timely way so that it can inform instruction. In terms of curriculum, we are aware that a tighter fidelity to the curriculum could help improve our results.

In the area of campus safety and culture our focus over the course of the first four weeks focused on arrival and dismissal, campus supervision and presence, and the REPs (Routines, Expectations, and Procedures). Refining and holding one another accountable for carrying out our supervision duties and being consistent with our REPs has been challenging at times. It is an evolving “work-in-progress”, but we continue to make it a priority. Overall, the campus feels different than last school year. Again, still much to do but staying committed to the work in front of us.

The new leaders, faculty, and staff appear to be up for the challenge. I have been happy with the way we have started the new school year. I think we are focusing on the right things. It will take time, persistence, and consistency to continue to make progress towards meeting our goals.

### Objectives for 2022-23

My areas of focus and objectives can be found in the chart below. I have asked our Assistant Principals and leaders I directly supervise to align their goals and objectives with these four areas of focus. Each meeting I will provide updates and progress against these objectives.

Areas of Focus	Objectives
<i>Campus safety and culture</i>	Align and deploy resources to address campus safety, improve the sense of well-being on campus, and see improvements in school culture.
<i>Routines, Expectations, and Procedures (REPs) &amp; Standardized Operating Procedures (SOPs)</i>	Develop clear routines, expectations, and procedures that are both school-wide and differentiated by grade level and by functional area.
<i>Instruction</i>	Professional development plans, trainings, and meetings that are aligned with best practices, guaranteed and viable, and that can be implemented with fidelity in both school-wide and differentiated practices.
<i>Innovation</i>	Create opportunities and invite staff to pilot and “test and learn” different and new approaches to our instructional and non-instructional practices.

### Strategic Plan Updates

No updates as of now. Patrick and I have had some conversations about how to move the work of the strategic plan forward. We know it will continue to entail collaboration across MWA and MWF (CAP).