



Board Report
School-Wide

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Middle School Division - School Culture & Climate Reset

Brian Jimenez, Assistant Principal Elementary Cluster

What?

When first joining the MWA community, I wanted to understand where MWA had been academically and behaviorally. As a result, I wanted to review our data and the Student-Parent/Guardian Handbook.

I requested access to school-wide data. While I was able to find academic data points, our discipline and behavior data was a different story. There was not clear discipline data that had been collected during the 2021-2022 school year. Upon further investigation, it also seemed like many staff did not know how to use the previous platform – EdClick, which was used to document incidents. This was a big area for growth. I was also told we were going to begin using a new platform to do this moving forward – Kickboard.

Shifting my attention to understanding expectations for students, I reviewed the Student-Parent/Guardian Handbook. There were clear discipline policies for when students decided to act in ways that hurt their community or others in it, which was a strength. That being said, apart from MWA values, there was little information on how to teach and motivate students towards making helpful decisions to better their community. There was no positive behavior intervention system or positive behavior management plan.

Combined, these two opportunities (Positive Behavior Intervention System & Kickboard) became the foundation of our work on school culture.

So What?

Having clear and transparent Tier 1 behavior management and tracking systems are crucial to create a positive learning environment where students get what they need. Tracking behavior data at a Tier 1 level allows us not only to be compliant when reporting behavior data to the state, but it also allows us to identify trends and patterns in the types, times, locations, and individuals involved in behavior incidents.

By doing so, we can use these patterns to identify needs of individuals or groups of students as well as areas to strengthen supervision. It then creates the conditions needed to allow us to use data to build out our Tier 2 and 3 behavior services and interventions.

Lastly, tracking behavior incidents and our responses to them also act as an efficacy check on our school culture and safety practices. It does this by allowing us to see trends in behavior data, which help us understand if the work we're doing is effective or if we need to adjust our approach to better serve our students.

Now What?

To launch the school year we took a two-pronged approach to address immediate launch and long term goals:

- Strong Start
- Strong Finish

Strong Start

In order to have a stronger start than the previous school year, we re-grounded in routines, expectations and procedures (REPs). During August, Assistant Principals engaged teacher leaders to leverage their support and teach all staff about our REPs. We focused on overarching REPs that were a challenge last year like uniforms, cell phones, common spaces, hall passes, and others.

We used one of our first professional development sessions to help get all staff on Kickboard, our new

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behavior/discipline tracking system. In order to strengthen the effectiveness of adult presence across the campus, we also used this PD to train all MS staff on how to better execute their supervision duty.

The Dean team and myself have been conducting punctuality sweeps after most periods, as well as uniform checks. We have also prioritized increasing the presence of adults during breaks, lunch, arrival, and dismissal during the first three weeks of school.

Strong Finish

While longer term in vision, the middle school Dean team and myself are working on creating one overarching culture goal as part of a MS Site Strategic Plan. The culture goal will have three different components:

- Behavior/Discipline Tracking System (Kickboard)
- Positive Behavior Intervention System (PBIS)
- Restorative Justice Practices (RJ)

Our team hopes to have our site strategic plan completed by the end of September.

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Upper School Division

Eric Becker, Assistant Principal Senior High Cluster

What?

School Culture & Climate Reset

The first 3 weeks of school began and ended with figurative “book-ends” that symbolize the culture and climate reset we hope will characterize the 2022-23 school year. School began on August 10th with a 9th grade orientation where new and returning teachers, members of the College and Career Counseling team, students from the Associated Student Body, the upper school dean of students, and myself provided three hours of panel discussions, presentations, and team building activities for our 23rd Wave. This was the start of our climate and culture “reset” for students at the upper school.

Teacher leaders prepared [Slides](#) (see PDF “REPs Relaunch”) on key routines, expectations, and procedures (REPs) to train all staff during our week-long pre-service professional development and training from August 1st through August 5th. The Dean of Students team then prepared student facing [Slides](#) (see PDF “Student-Facing REPs Relaunch”) that gave teachers a visual source to help facilitate a “return to the REPs” with students during the Advisory period in the first two weeks of classes. Faculty felt it was very important to teach students the REPs and the policies and protocols that have made Making Waves’ culture one characterized by scholarship and respect before instituting corrections and consequences.

As a result of this strong start with faculty and students, the first weeks of school have been largely positive with a dramatic decrease in the number of students “skipping” classes, and materially fewer students observed out-of-uniform, as compared to the Spring of 2022. While much of this can be attributed to a focus on the culture reset and reset of expectations provided through the support of lead teachers, it has also been supported with increased visibility by the dean of students and assistant principal, observing classrooms and transitions, and all staff supervising arrival, lunch and dismissal.

On the last Friday in August (8/26), the upper school had its first all upper school division-wide assembly, prepared by the student activities coordinator, Jamuari Thomas, and led by the school’s Associated Student Body. At the rally, students got to meet new teachers, compete in fun competitions to help build Wave pride, and learned of both renewed consequences (lunch detention) and renewed celebrations (Casual Dress days) to look forward to in September.

So What?

Pride & Excitement for New Faculty at MWA

The first months of school set the culture for the school year in many ways. Students learn what the REPs are, while new teachers begin to calibrate with returning staff and the administration to build a positive learning environment for all students. So far, many returning and new faculty have expressed excitement about the prospects of a new school year - having started with greater unity, collaboration and intentionality.

After last year, teacher leaders agreed that some of the most important aspects of school culture that needed to be reinforced included how students used (or didn’t use) their cell phones, how staff and faculty would respond to students out of uniform, when and how families would be contacted and brought into partnership with the school, and what consequences should look like for students who broke community norms. The continued partnership with teacher leaders has been critical to a successful start to the school year. Now it is time to ensure a cadence of collaboration is established so that support remains strong for faculty, especially new teachers, communication remains clear and consistent, and teacher leaders continue to partner with administration to help make teaching and learning the focus for all students.

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Now What?

In the coming month, a new dean of students for the upper school will be onboarded, completing the DoS team for 9-12. Our hope is that this will allow the DoS Office to help plan positive celebrations and acknowledgements and other aspects of school culture to reinforce MWA Values and ensure all students feel they have a trusted adult at MWA, while increasing their overall sense of belonging.

Middle and upper school leadership will continue to partner to develop the Kickboard system for tracking student behavior, both corrective and positive, and use this platform to create and refine a positive behavioral intervention system (PBIS) at MWA with the support and guidance of teacher leaders. A key metric in evaluating this and school culture, including classroom culture, will be the California Healthy Kids Survey data around "Caring Adult Relationships." In the Spring of 2022, The California Healthy Kids Survey was given to all MWA students in grades 5-12. While "Perceived School Safety" ranked above the state average at 63% in the upper school, "Caring Adult Relationships" ranked relatively low, below the state average (61%), at only 54%. This metric, and the strategies and ways of being that help to improve relationships between and amongst students and staff, will continue to be a year-long, if not multi-year, focus for the school.

The upper school assistant principal will continue to schedule classroom observations with the support of content leads and the humanities lead teacher. After finalizing the content and grade-level leads for the upper school, meetings will continue (first two have already happened) on a bi-monthly cadence. In collaboration with the interim principal, the middle and upper school assistant principals decided upon a weekly cadence of meetings for staff, including content teams, grade-level teams, the Instructional Leadership team, and student wellness team meetings. The hope is that these meetings will provide greater support for new teachers, give teacher leaders greater voice in the direction of the school while also eliciting their support in voice and action, and improve channels of communication between leadership and faculty with the goal of improving all students' experience and academic outcomes.

Data & Assessment: Assessment Calendar and Strategy

Dr. Molly Moloney, Compliance & Assessment Administrator

What?

Creation of this year's assessment priorities and calendar

Last spring we gathered input from school leaders, coordinators, content leads, and teachers about assessment priorities and values, strengths of our current assessment practices, and opportunities for improvement. We knew there had been pain points in previous assessment calendars, such as conflicting assessment dates due to different departments scheduling in isolation, and uneven use of assessment data due to data dives being scheduled on an ad hoc basis or long after the assessment had been taken.. We used the input process to create assessment priorities for this year, solidify our assessment portfolio, and create the assessment calendar for AY2022-23. The expectation for all curricular choices and practices moving forward at MWA are that they meet the expectation of being "guaranteed and viable". The practices and guidelines below were designed with this in mind and are therefore aligned with this expectation.

So What?

Grounding our assessment calendar in our vision for assessments

First, we grounded this work in developing a common vision of the purpose of assessments and their role in supporting student growth and achievement.

Purpose of assessments

1. To help track student academic growth.
2. To inform instruction (part of the teaching and learning cycle).
3. To support student learning growth toward mastery.

4 important practices to support student growth and achievement:

1. Use standards-aligned materials, instruction, and assessments.
2. Teaching is aligned with a pace that will prepare students for summative state assessments (i.e., that instructs students in grade-level standards & expectations sufficiently towards their ability to demonstrate mastery).
3. There is a timely turnaround between the given assessment and the analysis of the data that informs instructional adjustments.
4. Data is shared publicly and transparently to both acknowledge areas of growth and celebrate progress.

From these guiding principles, we identified three key assessment priorities that we want to focus on in 2022-23.

Key Assessment Priorities

1. Use standards-aligned assessments; different assessments for different purposes.

- Utilize high-quality, standards-aligned assessments.
- Enable grade-level (or course-level) alignment of teachers using and looking at data from common assessments.
- Review and support alignment between assessments and WHAT and WHEN we are teaching.
- Clearly define/distinguish between different levels of assessments (formative, diagnostic, interim, summative) and train and educate staff, students, and families to help them understand the differences among the assessment types.

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2. Commit to clear, school-wide dates for some assessments.

Identify ***firm, school-wide dates*** to administer:

- Diagnostic Assessments (STAR, MAP)
- State Assessments (ELPAC, SBAC, CAST, PFT)
- College Assessments (PSAT, AP, etc.)
- Final Exams
- Interim Assessment (IAB)

Teachers or grade-level teams ***create pacing calendars*** for:

- Quizzes, exit tickets, other kinds of formative assessments
- Papers, essays, research projects
- Curriculum-embedded summative assessments (end-of-unit assessments, etc.)

3. Prioritize Data Analysis/Use of Assessment Data:

- Analyze and use assessment data - there is no point in doing assessments if we don't use the data.
- Build data analysis timing into the assessment calendar process - align assessment and PD calendar. Review assessments before teaching (for backward planning) when possible.
- Calendar tight turn-around schedules of when assessments are administered and when teachers and leaders analyze the data.

With these priorities in mind, we created the **2022-23 Assessment Calendar** (see below). Many elements of the assessment portfolio and calendar carry-over from previous years, with a few key changes.

Now What?

22-23 Assessment Calendar Headlines

1. ***Schedule "data dives" in the assessment calendar (e.g., align PD & assessment calendar) from the start.***
 - Last year, data dives did not often run on a consistent schedule throughout the year.
 - This year, the year-long PD calendar was shared with teachers during August PD, and identified dates for data dives or other collaborative assessment reviews for all major assessments.
 - The first data dives of the year have happened already, during August PD (looking at spring CAASPP data) and in late August (looking at the fall MAP and STAR diagnostics).
2. ***Continue using MAP and STAR for diagnostic/benchmark assessments.***
 - Use these as part of determining Intervention Tiers (e.g. Tier 1, 2, or 3) and for measuring growth.
 - Administer school-wide MAP/STAR assessments twice a year (beginning and end) (rather than three times per year, to reduce over-testing).
 - Offer optional mid-year administration, such as for monitoring Special Education goals, for targeted EL students (who passed the ELPAC and need it for 2nd data piece), and as an option for teachers wanting additional, refreshed data points.

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3. *START using IAB (Interim Assessment Block) exams for school-wide interim assessments in middle school and upper school, and STOP using ANet in middle school:*

- IABs are common-core aligned interim assessments developed by **Smarter Balanced Consortium** (the same developers of the end-of-year tests CA administers) and provided free of charge by the state. They utilize the same test delivery system that SBAC uses, and are directly aligned with SBAC question stems, styles, etc. The state also provides a growing number of instructional resources (“Tools for Teachers”) that directly align with IAB questions and results. Read more about IABs at (<https://portal.smarterbalanced.org/library/en/interim-assessments-overview.pdf>). The upper school has utilized IABs for a number of years now, but this will be a new assessment for the middle school.
- The purpose of this shift is:
 - To build greater vertical alignment across grades, utilizing the same assessment suite in both middle and upper school; AND
 - To build greater alignment with the end-of-year state summative assessments (SBAC).
- Based on feedback from content leads, we will be administering two times per year this year (with possible shift to three times per year in the following year). Teachers have access to additional IABs they can use in their classes outside of these windows.

4. *Continue the same basic timing and cadence as last year for most other assessments.*

- The MWA Assessment Hub, Assessment Calendar (see below), and resources for each assessment were shared with all staff at the beginning of August PD (with previews of the calendar, and opportunities for feedback last spring).

5. *Encourage use of common formative and course-based assessments (across grade-levels/course teams), common formative assessment data analyses, when feasible.*

- Dates based on teachers’ pacing calendars, not schoolwide dates for these. (This level of classroom/formative assessment is not what we are leaning in on for our school-wide priorities this year, but could be a priority for next year).

The Assistant Principals will be the primary point people for the teachers in their divisions regarding administration of most assessments (MAP, STAR, IABs, CAASPP, final exams, etc.) and data dives related to these, with support from and consultation with Molly Moloney (Compliance & Assessment Administrator) around project planning, resources, compliance requirements, testing systems, and data analysis. We are excited to use these assessment tools to monitor student learning and support student and teacher growth.

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2022-2023 MWA Assessment CALENDAR

Summer(August) PD:

- Data Dive for CAASPP and other EOY test results
- Preview Assessment calendar
- STAR/MAP Administration training

Diagnostic Assessments (MAP/STAR)
8.15-8.19, data dive on 8.26

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2023						
S	M	T	W	Th	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

ELPAC- Feb 6-March 31

IAB Interim Assessments 2- Jan 30-Feb 3, handscoring Feb 3, Data Dive Feb 10

Feb. Break 2.20-2-2.4

IAB administration training 9.23

VARC Learning Styles (dates TBD)

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH 2023						
S	M	T	W	Th	F	S
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19	20	21	22	23	24	25
26	27	28	29	30	31	

ELPAC Continues, closes on 3.30

Avant Spanish Placement

Physical Fitness Test (PFT) 3.1-3.30

Teacher PD Day March 17 (includes CAASPP ramp up)

CAST training 3.24???

CAST Science test (5th, 8th, 11th, 12th) 4.17-4.21

IAB Interim Assessment 1
10.3-10-6, data dive on 10.7 (Teacher PD Day)

PSAT/SAT 10.12

Progress Reports 10.14

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2023						
S	M	T	W	Th	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

CAASPP Training 4.14

CAASPP SBAC (11th) 4.24-4.28

11.4 Final Exam PD/planning

11.18 IAB Preview

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2023						
S	M	T	W	Th	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

CAASPP SBAC (5th-8th) 5.1-5.12

CAASPP make-ups 5.15-5.19

Diagnostic Assessments (MAP and STAR) 5.22-5.26, Data Dive, 6/2
AP Tests (various dates, first weeks of May)

Final Exams

12.13-12.15

Optional/Targeted STAR/MAP window opens (through Jan 13)

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2023						
S	M	T	W	Th	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Final Exams (seniors, 8th) 5/31-6/2

Final Exams (7th, 9-11th): 6.6-6.8

Targeted Diagnostic Assessments (STAR/MAP) 1.9-1.13 [SPED and small group of ELs + option for teachers]]

IAB Interim Assessments 2

- . Begin testing 1/30
- ELPAC Trainings on 1/13 & 1/20

JANUARY 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				