



Curriculum & Instruction Report

Upper & Middle School Divisions
English Language Development
Assessment
Social-Emotional Learning
College & Career Counseling

Eric Becker, Upper School Assistant Principal

Curriculum and Instruction Review Committee Report, April 2023

Spring 2023

US Curriculum Adoptions for:

US Math

- Algebra 1
- Algebra 2
- Geometry

Science

- Biology
- Earth Science
- Chemistry
- Physics

Math Curriculum Pilot and Recommendation Process

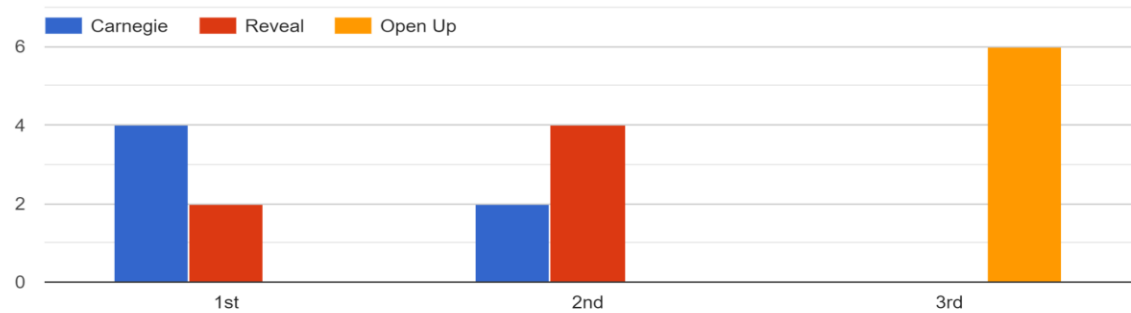
In Spring 2022, the math team, led by the Math Content Lead, Ms. Lawanda Muhammad, began looking for a math curriculum to pilot. Springboard was the curriculum of record, but very few teachers utilized it regularly in the classroom. We chose to pilot Open Up in our Algebra 1 course as the middle school had already adopted the curriculum. We also compared lessons across our geometry and algebra 2 curriculum to test out teacher implementation and student response. By Fall 2022, we were underway to give a full year trial of the Open-Up curriculum in the Algebra 1 courses.

Ms. Muhammad led the curriculum research and review process for our team with additional information on other curricula that had been peer reviewed and used by local schools with similar student demographics. We reviewed the EdReports (<https://www.edreports.org/reports/math>) top ranked math curriculums and had representatives from 1) *Carnegie Learning*, 2) *McGraw Hill - REVEAL*, and 3) *Open Up Resource* present to the math department and Assistant Principal. Below is a summary of key components of the curriculum review process.

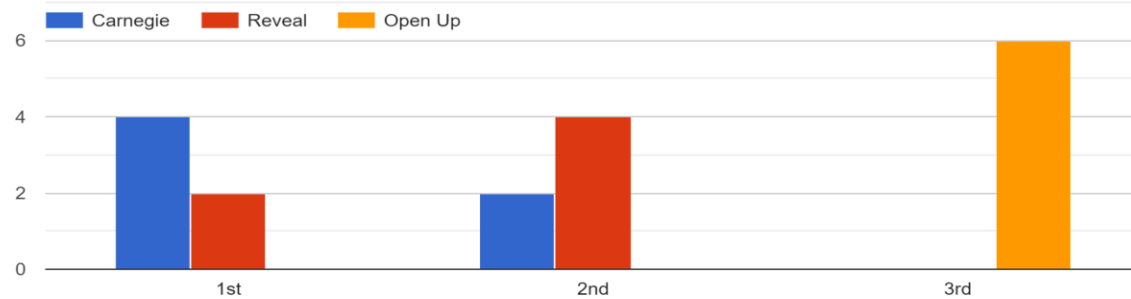
- Each representative shared an overview of the features within the curriculum, professional development options, student implementation approaches, assessments, and support.
- We were also provided digital access, as well as teacher and student editions, to further evaluate.
- Following the presentations and curriculum review, we conferred to compare the current curriculum with the proposed curriculum.
- A survey was conducted for each and the results were shared with the team.
- The ***middle school Math Lead Teacher, Emily Delaplaine***, was also consulted to get further insight on their progress with their current adoption (Open Up)
- Classroom observations were held ***in middle school classrooms*** for upper school teachers.
- A final survey was conducted to decide on the curriculum that would best meet the needs of our students, offered the best support and tools for implementation, and would allow for optimal teacher growth/development
- The result was ***Carnegie Learning High School Solution Traditional***. (see survey results below)

Curriculum and Instruction Review Committee Report, April 2023

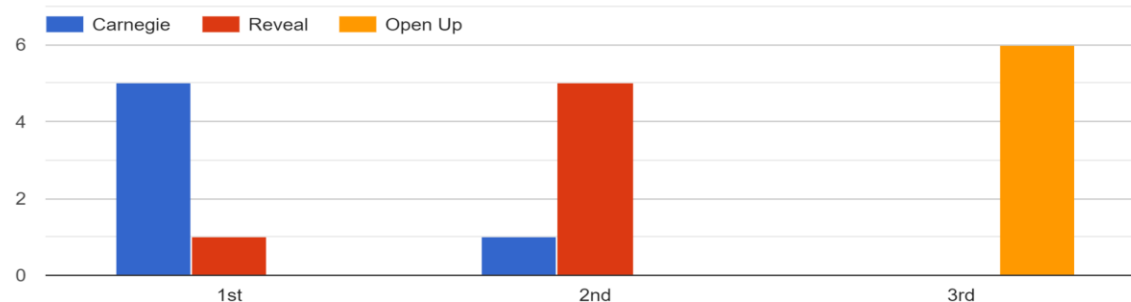
Which curriculum would be the most beneficial for students?



Which curriculum would be the easiest for you to implement in your classes? (i.e. tools, resources, professional development, planning, etc...)



Which curriculum would be the best fit for your growth as math educator?



(Also, please find attached/ linked EdReports reviews for [Carnegie Learning High School](#) - optional reading for this report; you may also find reports for the other curriculum reviewed, [Reveal Math Traditional](#) and [Open Up High School](#), at <https://www.edreports.org/reports/math>)

Science Curriculum Review Process

Curriculum and Instruction Review Committee Report, April 2023

In addition to the adoption of the Carnegie Learning curriculum for required mathematics courses (Algebra 1 & 2 and Geometry), the upper school science team reviewed potential options for core curriculum for **Biology, Physics, Chemistry and Earth Science**. Current curriculum in all but one of the subjects is over ten years old. The upper school science team consulted with each other, as well as colleagues in other schools and experts in the field and determined the curriculum that best-aligned with Next Generation Science Standards (NGSS) and most accessible to students and teachers at MWA is **Houghton Mifflin Harcourt's (HMH) Science Dimensions Curriculum**.

Although the team used a less formal process than the mathematics team, in part due to the lack of NGSS-aligned curriculum and formal reviews of those curriculum for high school (EdReports has not evaluated any High School-level science curriculum, for example), the science team found that *HMH Science Dimensions* provided the most robust resources for assessment and would best fulfill the desired function of increasing opportunities to improve student literacy while continuing to emphasize student-centric exploration as key strategy in the science classroom. Additional benefits of using the HMH curriculum include:

- All of the core science classes using HMH provide consistency for students for language-use expectations
- Textbooks are well aligned with NGSS
- Each of the subjects' text include sufficient amounts of activities/labs that tied into the learning presented in the text
- Students can directly annotate digital copies

Approach to Curriculum Review Process

Both AP's and the Interim Principal have discussed the importance of:

- Using a high quality core curriculum curriculum to improve student outcomes
- Allowing teachers more opportunities for meaningful collaboration, including through greater alignment of formative and summative assessment and data analysis.

Additionally, we believe that students are more empowered when they have the additional resource of a strong core curriculum that they can reference for their own learning, improving their sense of self-efficacy, academic vocabulary and reading comprehension skills. Finally, we felt it critical to involve teachers in the process of curriculum selection to improve buy-in and alignment with departmental goals.

Recommendations and Projected Fiscal Impact

Upper School Math Curriculum Recommendation:

- **Carnegie Learning High School Solution Traditional Curriculum** for:
 - Algebra 1
 - Algebra 2
 - Geometry

Projected Fiscal Impact: **\$41,246.12**

Upper School Science Curriculum Recommendation:

- **Houghton Mifflin Harcourt's Science Dimensions Curriculum** for:
 - Biology
 - Earth Science
 - Chemistry
 - Physics

Projected Fiscal Impact: **\$20,982.07**

Next Steps

The next step for both the science and math curriculums, upon approval of the Curriculum Instruction and Review Advisory Committee, is to place orders for student and teacher editions for the 2023-2024 school year.

Curriculum and Instruction Review Committee Report, April 2023

Additionally, PD will be planned for both content teams prior to the start of the 2023-2024 school year.

Snapshot: US Curriculum Planning - 2023-2024

Content	2022-2023 Curriculum/ (Text)	2023-2024 Curriculum Considerations
English Language Arts	9th-11th Grades: <i>SpringBoard ELA</i> 12th Grade: Expository Reading & Writing Curriculum (<i>ERWC</i>)	9th-11th Grades: <i>SpringBoard ELA</i> 12th Grade: <i>ERWC</i> ; Explore <i>ERWC</i> *may add AP Literature
Social Studies/ History	U.S. History: Teacher’s Curriculum Institute (TCI) AP U.S. History: <i>Cengage</i> World History: <i>Houghton Mifflin Harcourt</i> Gov’t/ Econ: <i>TCI</i> Ethnic Studies: <i>Oak Meadow: Race and Ethnic Studies</i>	Ethnic Studies: <i>Oak Meadow: Race and Ethnic Studies</i> World History: TBD US History: <i>TCI</i> APUSH: <i>Cengage</i> Gov’t/ Econ: <i>TCI</i>
Mathematics	Algebra 1, Geometry, Algebra 2, Precalculus: <i>SpringBoard</i> Pilot: <i>Open-up Geometry, Alg. 2 & Alg. 1</i>	Algebra 1, Geometry, Algebra 2: Carnegie Learning - Traditional High School Mathematics may add *AP Precalculus
Science	Earth & Space Sci: <i>McGraw Hill</i> Biology: <i>Glencoe</i> Physics: <i>Pearson</i> Chemistry: <i>McGraw Hill</i>	Earth & Space Sci., Biology, Physics, & Chemistry.: <i>HMH Science Dimensions</i> *AP Environmental Science: *AP Computer Science: TBD
World Languages	Spanish I, II, & III: <i>Mesa Mima</i>	Exploring Core Curriculum; Keep <i>Mesa Mima</i> as a supplement

Update on New Courses and Master Schedule for 2023-24

Approach

In order to continue to expand course offerings at Making Waves Academy, and prepare a guaranteed and viable master schedule for the 2023-2024 academic year, teachers and students were surveyed to determine where staff talent and capacity met student interest. In addition to continuing the adoption of the new courses created for the 2023-2024 school year, several other courses were identified as possible additions to the master schedule.

Curriculum and Instruction Review Committee Report, April 2023

Potential course additions within current capacity of current faculty (these courses could be taught next year by current faculty with the addition of curriculum and professional development)

- Astronomy
- AP Environmental Science
- AP Computer Science
- AP Cultural Geography
- Intermediate Theater

All courses showed significant interest (30% or more of students selecting that they would be interested in taking the course if given the opportunity). See next page for “Proposed MWA US Course Offerings 23-24”.

Approach to Electives

We continue to explore ways to add diverse course offerings within the capacity of our budget and staffing model. Current MWA graduation requirements allow students in 11th and 12th grades, who have completed the required courses automatically programmed for grades 9 and 10, between two and four additional course options, or “electives”. Estimating that nearly two-thirds of students will qualify for the maximum number of these electives, a minimum of 15 sections will likely be needed for a viable and guaranteed master schedule. Most of the current capacity for elective options comes from our CTE Pathway in Health Sciences, elective courses such Ethnic Studies and Principles of Finance, but also courses such as Spanish 3, AP Spanish, PreCalculus and AP Statistics. Expanding our choice of electives is something that would allow students more opportunities to choose what they learn in the upper grades, is something that has been requested by both students and staff in surveys, and will have a positive impact on school culture and climate. The upper school will have increasing enrollment over the next two years as we continue to receive larger cohorts from the middle school, therefore care must be taken to expand course offerings in a sustainable way that ensures all students have access to A-G aligned courses.

Next Steps

The Assistant Principal and the Associate Director of Academic Advising, under the guidance of the Compliance and Data Systems Administrator, will develop and implement a Course Request Form (CRF) for all students. Once all students have completed their CRF we can determine the number and type of new course sections we should plan to offer. Teachers will work in collaboration with the College and Career Center to submit syllabi in order to seek A-G approval for all courses. Additionally, curriculum and/ or material needs will be assessed for each course.

Curriculum and Instruction Review Committee Report, April 2023

Proposed MWA US Course Offerings 23-24

Grade	Math	English	Science	History & Soc. Sci.	World Language	Health & Wellness	Art	Electives	Total Enrollment
A-G Designation	C	B	D	A	E		F	G	
9th	Algebra I	English I	Earth & Space Sci. Conceptual Physics	N/A	Spanish I, II or III	Health and Wellness I	Fundamentals of Art Intro. to Theater		Est. 167 students
# of Sections	7	6	6		TBD	6	6	TBD	
10th	Geometry	English II	Biology	World History	Spanish I, II, III or AP Spanish Lang. & Culture	Health and Wellness II* (Core, but for 10-12)	Fundamentals of Art Intro. to Theater	CTE: Intro to Health Science Ethnic Studies	Est. 139 students
# of Sections	6	6	7	6	TBD	6 total	Capacity for 6		
11th	Algebra II	English III AP Eng Lang & Comp.	Chemistry	United States History AP United States History	Spanish I, II, III or AP Spanish Lang. & Culture	Health and Wellness II	Fundamentals of Art Intro. to Theater Advanced Art Intermediate Theater	CTE: Intro. to Health Sci. / Med. Term CTE: Advanced Patient Care Ethnic Studies "A-E" courses	Est. 166 students
# of Sections	6	6	7	7	TBD	Capacity for 6			
12th	AP Pre-Calculus Principles of Finance AP Statistics AP Calculus AB	CSU Expository Reading and Writing AP English Literature*	Conceptual Physics AP Environmental Science* AP Computer Science Principles* Astronomy	United States Government, and Economics AP United States Government	Spanish I, II, III or AP Spanish Lang. & Culture	Health and Wellness II	Fundamentals of Art Intro. to Theater Advanced Art Intermediate Theater*	CTE: Intro. to Health Sci. / Med. Term CTE: Advanced Patient Care Ethnic Studies AP Cultural Anthropology "A-E" courses	Est. 88 students
# of Sections	Est. 3	3-4	Est. 3	3-4	TBD	Est. 6			

Curriculum and Instruction Review Committee Report, April 2023

Update on Bell Schedule for 2023-24

With input from the content and grade-level leads, the Assistant Principal and Interim Principal/ CEO, began revising the bell schedule in February and have a finalized draft for review. The main goals were to create a schedule that allowed for consistent community building time that was slightly longer than the current advisory periods, but that met less frequently and later in the day. We felt that less frequent advisory meetings would allow for less but more meaningful experiences to connect and allow key stakeholders to develop stronger and more consistent programming for the time.

Grades 9-12 Bell Schedule									
Monday & Thursday					Tuesday/ Wednesday				
Time Start	Time End	Minutes	Period		Time Start	Time End	Minutes	Period	
7:30	8:20	50	Period 0		7:30	8:20	50	Period 0	
8:30	10:00	90	Period 1/4		8:30	10:15	105	Period 4/ 1	
10:05	10:45	40	Advisory/ASM		10:15	10:25	10	Break	
10:45	10:55	10	Break		10:25	12:05	105	Period 5/ 2	
10:55	12:25	90	Period 2/ 5		12:10	12:40	30	Lunch	
12:25	12:55	30	Lunch		12:40	1:40	60	Flex Time	
12:55	1:55	60	Flex Time		1:45	3:30	105	Period 6/ 3	
2:00	3:30	90	Period 3/ 6		100 minute blocks, 10 min. break, 30 min. lunch Flex = 60 minutes, Mon-Thu.				
90 minute blocks, 10 min. break, 30 min. lunch Flex = 60 minutes, Mon-Thu.									

The proposed schedule allows for two advisory periods on Monday and Thursday for 40 minutes. These blocks would allow for weekly activities pertaining to social emotional learning, career and college exploration, community/ relationship building, as well as a cadence of academic check-ins. Meetings could also be used to hold Wave-wide meetings as frequently as once per month in order to build community across the individual Waves and discuss pertinent matters for specific high school milestones (e.g., Course Selection for the upcoming year, CAASPP Testing, behavioral norms for high school, etc.) and include time for student reflection and voice. Largely from staff feedback, five minutes was removed from the morning break and added back into classes. Classes on Mondays and Thursdays would remain 90 minutes for core periods and classes on Tuesdays and Wednesdays would be increased by 15 minutes. Flextime is increased to 60 minutes across Monday through Thursday. The Friday schedule would remain the same.

Next steps are to give the schedule an additional review from key stakeholders such as the content leads, grade-level leads and operations team members, make any final adjustments, and then to calculate minutes to ensure we remain in excess of the required 64,800 minutes annually. Additionally, if approved, school-site administration

Curriculum and Instruction Review Committee Report, April 2023

will begin to work with the Career and College Center and other staff to build out a scope and sequence for advisory classes.

Brian Jimenez, Middle School Assistant Principal
Spring 2023

Instructional Big Rocks

The instructional focus of the 2022-2023 school is revolved around three components:

- Curriculum Alignment
- Year-at-a-glance Planning/Pacing Guides
- Unit Planning Internalization

*By May 1, 2023, MWA Faculty will provide students with a **guaranteed and viable** academic experience. We will do this by aligning, planning and internalizing.*

	Align Curriculum	Plan Pacing Guides	Internalize Units
Description	MWA students should be able to enter any classroom and receive a similar quality education and content.	<p>A guarantee that each MWA student will learn the major standards of each grade level/content.</p> <p>The YAAG/pacing guide supports this by map of the school year. It includes which units, standards, dates, assessments and lessons.</p>	A commitment to become/grow as content experts by internalizing units to in order to better serve students.

While we were successful in pausing the use of various curricula or random resources, we were less successful in getting full implementation of curriculum across this middle school.

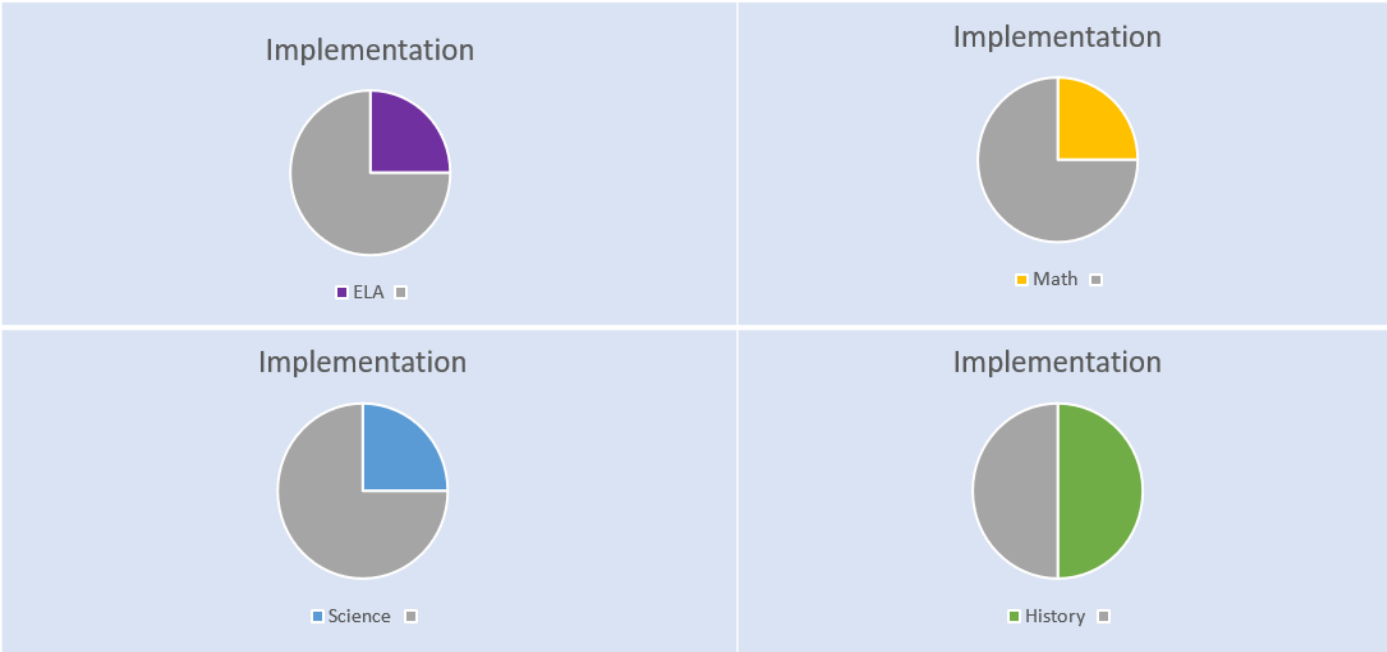
In order to measure our curriculum implementation, we used a [Curriculum Implementation Scale from the Louisiana Department of Education](#). The majority of content teams are between Level 0-1 (Math, ELA, Science). The only team currently performing at Level 2 implementation is our History team.

As a result of this data, next school year we will build on our work this school year by ensuring 5th-8th grade curriculum alignment for math, ELA, science and history/social studies.

CURRICULUM IMPLEMENTATION SCALE

<p>LEVEL 0</p>	<ul style="list-style-type: none"> • Does not consistently meet criteria for Level 1 across site/school/system
<p>LEVEL 1 <i>Teachers have access to high quality curricula</i></p>	<ul style="list-style-type: none"> • Choose a high-quality, standards-aligned curriculum (e.g., Tier 1 curriculum, ELA Guidebooks) Provide Tier 1 curriculum and materials to teachers and principals with adequate time for them to prepare for the upcoming school year. <ul style="list-style-type: none"> » Eliminate Tier 3 or standards-unaligned materials from classrooms. » Ensure principals can articulate 1) the name, tier and approach of the chosen curriculum; 2) the next steps they will take to ensure a quality implementation.
<p>LEVEL 2 <i>Teachers have basic training that equips them with the knowledge and skill to use the curriculum "as written"</i></p>	<ul style="list-style-type: none"> • Meet criteria for Level 1 and... • Provide 100% of teachers with quality training on how to implement the chosen curriculum "as written" (includes content pedagogy training); curriculum-centered PD should constitute the majority of PD teachers receive. <ul style="list-style-type: none"> » Ensure that any professional development above and beyond that which is directly related to the curriculum does not contradict the curriculum (i.e. the instructional approach and strategies in the PD corroborate the instructional approach and strategies in the curriculum.) » Create and implement a plan to train new teachers on the curriculum each year. » Ensure principals adjust school policies, schedules, etc. to facilitate curriculum training for teachers.
<p>LEVEL 3 <i>Instructional staff facilitate and support the process of teachers modifying the curriculum to better meet students' needs.</i></p>	<ul style="list-style-type: none"> • Meet criteria for Level 2 and... • Instructional staff guide decisions about how to make thoughtful modifications to the curriculum to improve student learning. <ul style="list-style-type: none"> » Provide 100% of teachers with ongoing and differentiated training on the curriculum. » Ensure 100% of teachers participate in structures that facilitate them using student work to modify the curriculum to better meet students' needs. » Ensure principals focus post-observation conversations on the curriculum, especially teachers' choices about how they are modifying the curriculum to meet students' needs.
<p>LEVEL 4 <i>Teachers take full ownership for using information about performance to drive modifications to the curriculum and instruction.</i></p>	<ul style="list-style-type: none"> • Meet criteria for Level 3 and... • Ensure teachers take full ownership for maximizing student learning, including using information about gaps and progress in learning to modify the curriculum. <ul style="list-style-type: none"> » Ensure teachers give frequent, meaningful, and relevant feedback to children/students based on their work from the curriculum. » Ensure teachers describe the ways in which each child/student has or has not yet met the learning goals and what adjustments they will make to the curriculum to improve learning.

Curriculum Implementation Scale



The 5th Grade ELA Team and Science team are currently exploring curriculums to adopt during the 2023-2024 school year. We are basing our criteria on curriculum’s alignment to common core and NGSS standards as concluded by [Edreports](#). Teams are scheduled to complete their selection during May. Details on curriculum adoption ideas are below:

Curriculum and Instruction Review Committee Report, April 2023

Snapshot: MS Curriculum Planning - 2023-2024

Content	2022-2023 Curriculum	2023-2024 Curriculum Recommendation	Fiscal Impact
English Language Arts	5th Grade: <i>Wonders</i> 6th-8th Grades: <i>SpringBoard ELA</i>	5th Grade: Wit & Wisdom or Fishtank ELA 6th-8th Grades: Springboard ELA	Wit & Wisdom or Fishtank ELA: TBD SpringBoard ELA: <u>\$9849.47</u>
Social Studies History	5th-6th Grades: <i>TCI</i> 7th-8th Grades: <i>Students of History</i>	5th-8th Grades: Students of History & TCI Supplement	Students of History: <u>\$600</u> TCI Supplement: <u>\$8004.68</u>
Mathematics	5th-8th Grades: <i>Open Up</i>	5th-8th Grades: Open Up	Open Up: <u>\$15,876.62</u>
Science	5th-6th Grades: <i>Inspire Science</i> 7th-8th Grades: <i>Impact Science</i>	5th-8th Grades: OpenSciEd or Amplify Science	OpenSciEd or Amplify Science: TBD
Health & Wellness	N/A	N/A	N/A
Encore (Technology, Music, Art)	N/A	N/A	N/A
Flex Intervention	N/A	English Language Development: 5th-12th Grades: English 3D ELA Intervention: Words Their Way, Springboard Language and Readers Workshop Math Intervention: TBD	English 3D: <u>\$24,880.56</u> (1 year) or \$51,315.56 (3 years) Words Their Way, SpringBoard Language and Readers Workshop: \$0 Math Intervention: TBD

Total Projected Fiscal Impact: \$25,000-\$50,000

MS Daily Bell Schedule

The middle school daily bell schedule is being worked on, in consultation with one of the long-standing MS faculty members with input from admin and the principal. When a final DRAFT is completed, we will share it with this group for review.

Curriculum and Instruction Review Committee Report, April 2023

English Language Development

Gerri Swift, ELD Coordinator

Designated ELD Curriculum

Making Waves Academy is in need of a designated ELD curriculum. Half of all English Language (EL) students that took the ELPAC during the 21-22 school year achieved a score of 3; 19% percent achieved a score of 4, which is needed to reclassify; and the remaining 31% percent of students achieved a score of 1 or 2 combined, indicating that their overall language proficiency was “beginning to” or “somewhat” developed.

A closer look at ELPAC data shows that ELs at Making Waves Academy have the highest needs around reading and writing, with 7.6% of students achieving a score of 4 on the combined written language domain. Comparatively, 37% of students achieved a score of 4 on the combined oral language domain. This suggests that EL students require additional support around reading, writing, and vocabulary development.

In response to this data, two curricular options were explored:

- 1) Keeping the existing designated ELD curricula (SpringBoard/Wonders/ERWC Designated ELD), or
- 2) Choosing a new stand alone curriculum

The success of each of the three current designated ELD curriculum used at Making Waves Academy is predicated upon strong implementation of daily, core ELA curriculum - designated ELD lessons in each of these programs are directly connected to and built upon the aligned ELA units and lessons. Therefore, in order to successfully implement the current designated ELD curricula, teachers are required to implement core day ELA lessons with fidelity.

Currently, the scope and sequence of which ELA lessons are taught is currently set by each individual grade level and outlined in Year at a Glance (YAG) documents. Pacing, however, was found to vary greatly, both between grade levels, and individual teachers. Likewise, teachers were found to utilize a variety of materials outside of the given curriculum, which directly impacted their ability to implement aligned designated ELD lessons. Due to the high variance of implementation of core ELA curriculum, and therefore designated ELD curriculum, stand-alone curricular options were explored.

ELD Curriculum Selection Process

The following questions were considered while auditing stand alone ELD curriculum, in direct response to the current needs of EL students and designated ELD teachers:

- *Is the curriculum standards aligned, evidence based, and effective?*
- *Can the curriculum be used school-wide, 5-12?*
- *Is the curriculum sustainable for teachers to implement, with respect to preparing materials, internalization, assessment, and grading?*
- *Does the curriculum address students' needs around reading, writing, and academic vocabulary development?*
- *Are the units and lessons engaging for students, and can students see themselves reflected in curricular materials?*

Houghton Mifflin Harcourt (HMH) English 3D is a designated ELD curriculum for 4th-12th grade students that focuses on the rapid development of academic language skills through reading, writing, listening, and speaking.

Curriculum and Instruction Review Committee Report, April 2023

Found on the California Department of Education's list of adopted programs, English 3D was reported to align with and support the instruction and learning of the CA ELD Standards. Additionally, English 3D was given a federal ESSA rating of moderate- the second highest rating programs can receive- due to demonstrating a statistically significant increase in MAP Reading RIT Scores and reclassifications during a 2014-2019 study of the Hemet Unified School District.

English 3D consists of three courses, **A, B, and C**, each of which are aligned to different levels of language acquisition. The curriculum is delivered through an online platform, which contains:

- both teacher and student facing materials
- Assessments
- Reports
- Parent communication
- Professional development resources

Each course cycles through 10-13 core instructional routines, which are based on current second language acquisition research. Pre and post assessments, as well as formative and summative assessments, are built into the online platform, with options for Canvas and Clever integration.

Given the strong standards alignment and proven effectiveness of the curriculum, we began piloting English 3D at Making Waves Academy during the second semester in order to further examine instructional materials, with specific attention being paid to: 1) ease of implementation, 2) student engagement, and 3) the cultural relevance of materials. The pilot began the Week of March 6th, with all middle school ELD teachers opting to participate. Pilot components:

- Teachers were given an introductory PD that discussed:
 - **finding materials** on the online platform
 - **delivering lessons** and logging students in
 - a **suggested practice** for lesson preparation and internalization.
- Additionally, teachers were provided with a scope and sequence for the pilot that detailed **unit timelines and grading suggestions, as well as observations, feedback, and lesson demonstrations.**

A survey will be sent out in the coming weeks to collect data from teachers and students regarding their experience piloting the curriculum. However, anecdotally, teachers and students have reported enjoying the topics and activities in the curriculum. Teachers also expressed great appreciation for the curriculum being “self contained” and “low prep,” due to the fact that student facing materials were already created, and that grading is set up through the online platform. As a result, teachers said they were able to spend more time internalizing lessons, rather than preparing materials. Teachers were also quick to mention that once students “got the hang of the routines,” their participation increased.

Curriculum and Instruction Review Committee Report, April 2023

Next Steps

Considering the positive reception of the pilot, the quality of curriculum, and overall sustainability of curriculum usage, I recommend English 3D for adoption school-wide. Current cost proposals place the curriculum at \$32,380.56 for one year, which includes: One program set-up PD session, student licenses, administration license, and three physical copies of the teacher guide for each course, and year-long extended implementation support from HMH. Pricing changes to \$58,815.56 total for a three year contract. Before purchasing, the following should be considered:

- *Given the transitional nature of the ELD program, how many student licenses will be purchased?*
- *What additional materials, if any, will be purchased?*
- *What professional development support is needed for successful implementation?*

There are currently 307 ELs at Making Waves. The prices quoted above reflect the cost of 311 student licenses. Student program licenses are transferable between students, and additional licenses can be purchased at any time. Therefore, I would recommend choosing an amount of licenses below our current enrollment, given that students will reclassify over the summer. Teacher licenses are free, and additional administration licenses for the ELD coordinator, school leaders, and whoever else would like one, can be purchased at an additional cost.

With respect to materials, I would recommend waiting to purchase student textbooks and workbooks, at least for the first year of implementation, until there is a proven need for such materials. Likewise, given that teacher materials are available online, I recommend ordering around three copies of the teacher guide books. Additionally, applied technology or IT support will be needed to assist with rostering after purchasing, as well as the transfer of student data for report cards.

Finally, a professional scope and sequence has already been established by the ELD coordinator for the following year to support high quality implementation, summarized as follows:

- **Summer PD/ Early August:** One, two hour, synchronous online PD session with HMH facilitators
- **Semester 1:** Three, ninety minute PD sessions, covering:
 - Block structure and unit internalization
 - Student participation routines and lesson internalization
 - Vocabulary routines, grading, and reports/monitoring
- **Semester 2:** Two, ninety minute PD sessions, covering:
 - Reading routines
 - Writing routines
 - Pacing

This professional development scope was developed in conjunction with the school testing and assessment calendar, and in alignment with the scope and sequence for English 3D units. Teachers will continue to be observed and provided one on one coaching and feedback based on these observations. Likewise, a lesson scope and sequence, similar to the one currently in use by designated ELD teachers, will be provided for the curriculum. A more detailed overview of the aforementioned professional development cycle can be found in the [23-24 Designated ELD Scope & Sequence](#). Given that the kinds of support offered by HMH (small group coaching, teacher feedback sessions, etc.) are already included in the professional development plans for next year, I also recommend refraining from purchasing the extended professional development. We would still have

Curriculum and Instruction Review Committee Report, April 2023

access to the initial set-up PD session that would occur at the beginning of the year. This change would decrease the price of a single year from \$32,380.56 to \$24,880.56, and the price for three years from \$58,815.56 to \$51,315.56.

ELD Curriculum Recommendation:

- English 3D for 3+ years (with no student textbooks, workbooks, or extended PD purchased, with annual online access purchased)

Projected Fiscal Impact: \$24,880.56 (1 year) or \$51,315.56 (3 years)

Curriculum and Instruction Review Committee Report, April 2023

Assessment Priorities and Calendar for 2023-24

Molly Moloney, Compliance & Assessment Administrator

Assessment Calendar Priorities Approach

In 2022-23 our assessment priorities, we focused on:

- Norming on a school-wide common assessment calendar
- Using aligned assessments for interim and **diagnostic/benchmark assessments**
- Committing to regular, collaborative data analysis following each **school-wide assessment**.

We made progress in all of these this year:

- All grades utilized IABs in **math and ELA** twice this year.
- We kept to a common, predictable assessment schedule.
- We had multiple school-wide, division-wide, or content team data dives related to these assessments.

We should continue with and build on these priorities next year. In addition, we have also identified a number of areas of need related to assessments, which can provide our next set of priorities (to build on the current ones).

Continue Our 2022-23 Priorities:

1. Continuing having a **clear, aligned calendar** for major school-wide assessments (e.g., MAP, STAR, IABs, as well as state assessments (SBAC, CAST, ELPAC)). Assessment calendar will be largely the same as in 2022-23, with some small tweaks based on feedback and logistics; see next pages for details. Add in the soon-to-be released Science and ELPAC IABs.
2. Continue to follow-up each school-wide assessment with **data analysis work** to inform instruction (in Friday PD time and/or Content Team/PLC time). Build these times into professional development before the start of the year.

Priorities for 2023-24 (Next Year)

We have identified a number of areas of need related to assessments, areas that we will prioritize addressing next year.

Data/Assessment Needs That Have Emerged or Have Been Identified:

- A. We need greater support and accountability for **spacing** so that students are effectively taught the full range of core grade-level content and priority standards before end of year summative assessments.
- B. Teachers need support and opportunities for **timely and regular work with formative assessment data** to guide instructional choices in support of students' mastering the major material of the unit/priority standards. This would enable instructors to make more frequent and nuanced course corrections along the way.
- C. We potentially need common or aligned assessments, to be **used throughout the teaching and learning cycle**, potentially coming from adopted curriculum resources. This helps to ensure assessments are standards-aligned and rigorous, and to enable opportunities for collaborative data analysis and for vertical and horizontal alignment.

Curriculum and Instruction Review Committee Report, April 2023

Recommendations for Additional 2023-24 Assessment Priorities:

Based on these needs, we recommend the following additional assessment priorities for next year:

1. **Pacing Guides & Pacing Calendars** - Connected to the work being done with creating/providing pacing calendars:
 - a. Include clear dates and expectations for common end-of-unit assessments aligned with pacing calendar (typically curriculum-embedded).
 - b. Build “backward planning from the end of unit assessment” into the unit planning process, including making connections to priority standards.
 - c. Utilize pre-assessments at the start of each unit, when available in the curriculum.
2. **Classroom-Based Formative Data** - Teachers analyze formative data (e.g., exit tickets/cool-downs, quizzes, writing samples, mid-unit assessments) on a regular, set cadence (e.g., every 2 weeks?). This could happen in content teams or in shared prep time, using a simple/shared data protocol, to monitor progress toward the end of unit goals and make adjustments to instruction. (See below for some lingering questions about this).
3. **Assessment Platforms** - A lesser priority: Spend some time in 2023-24 to investigate potential adoption/alignment in assessment platforms for future years (to potentially roll-out in 2024-25). Either:
 - a. Consider aligning our reading and math universal screener assessments under one platform. (e.g., STAR Reading and STAR Math; or MAP Reading and MAP Math; or possibly i-ready Reading and i-ready Math); or
 - b. Consider introducing an assessment management system (e.g., *Performance Matters* (from PowerSchool), *Illuminate DnA* (now owned by Renaissance), or *MasteryConnect* (owned by Canvas parent Instructure). (*This is a lower-level priority, but will set us up for work in 2024-25 and beyond to enable for greater alignment for some of the work being done*).

Next Steps

Our next steps are to resolve some open questions for implementing these new priorities and to finalize the assessment calendar, a draft of which is below.

Seek Partnership on Curriculum Planning, Implementation, and Training

We will be seeking support from an outside service provider to help us develop scope and sequence plans for math and English and potentially science. We may also seek their support in periodic PD and fidelity monitoring.

Questions to Resolve

A. *When and where will the formative data work “live”?*

- a. Content team meetings after school may not give enough time for this work, when also combined with other meeting topics (especially if alternating weeks with grade-team meetings). However, we don't necessarily need the full department to meet at one time for this work— could perhaps be best done with partners or triads of teachers teaching the same class during prep time. This is more of a challenge in the middle school, where teachers in the same content area do not always share a common prep period.

Curriculum and Instruction Review Committee Report, April 2023

B. What will be facilitation and accountability structures for this work?

- a. Who will facilitate and support the formative assessment work? How will we build teacher and leader capacity around this work? Who will monitor that teachers have completed data protocols, have completed their unit assessments etc.?
 - i. APs? Lead teachers? Each teacher's coach? [ideally, data cycles and coaching cycles should be intertwined].
 - ii. The central office can help with providing resources and guidance, but it would not be appropriate to provide direct service work across the whole school from central office staff.
 - iii. If partnering with outside service providers (e.g., Instruction Partners), will they play a part in this?

C. What work needs to be done to build teacher and leader capacity, buy-in, and support for such work?

- a. How can we best make this work sustainable and useful for teachers?

D. See also a few small questions related to the Assessment Calendar (below).

Assessment Calendar Details (Changes for 2023-24) ([Click HERE for current Assessment Calendar draft](#))

1. MAP/STAR:

- a. We moved the BOY MAP/STAR to the week of 8/28/23 to give time to launch curricular instruction and build culture.
 - i. Question: *Should we consider utilizing a special schedule so that MAP can be done in one day* (but this would require training up more staff on MAP administration)?
- b. We added clearer/specific dates for mid-year MAP/STAR assessment to support re-rostering intervention students at the start of 2nd semester. This is for middle school only. For MAP we will utilize the shorter "screener" version of the assessment.
 - i. These dates (mid-November) are a bit earlier than ideal to get a true "mid-year" check-in (and some data reports will be limited as a result), but are chosen based on identified needs from the intervention team to have this data for re-rostering intervention classes at the start of semester. I do not recommend re-rostering intervention classes more often than at semesters; although data cycles should be shorter, those should be tied to the material being taught in intervention and do not require re-rostering within a semester.
 - ii. Since this assessment is being used primarily for re-rostering interventions, I recommend testing during the flex block, or strictly limiting the amount of time used in core periods for the test, so as to not interfere with core block pacing.

Curriculum and Instruction Review Committee Report, April 2023

2. IABs:

- a. We kept the fall IAB dates the same, so that we can utilize the October PD day for some of the data work. We could consider moving until the week of 10.16 or 10.23, but there are currently conflicts with sustainability Fridays for data analysis (I am not sure if moving those are a possibility?).
- b. We moved winter ELA IABs one week earlier, so there is greater time for hand scoring the performance tasks, to ensure data analysis happens.
 - i. *However there is a conflict with a sustainability Friday in late January for the hand scoring – I am wondering if we can move sustainability Friday to a different date, such as the Friday before winter break or November break?*
- c. We can add science IABs, aligned with the CAST test. These IABs are being released by the state this summer. *Question: should we test science during both IAB windows (fall and winter) or just one? Should we test students in all grades or just CAST testing grades? (I'm still gathering some feedback on these areas).*
- d. We will be adding an ELD IAB (the state is releasing this summer) to be administered in ELD class in September, as a pre-test. This would start with the ELD Reading IAB, and the other IABs (writing, listening, or speaking) would be available for teachers to use in different formats.

3. CAASPP:

- a. We kept the same dates for end of year assessments.
 - i. We explored moving the math SBAC one week later, to give one more week of instructional time (which was a suggestion from math teachers), but this did not end up being feasible to ensure sufficient test completion time.
 - ii. We explored moving the CAST tests earlier (into March) so there is not as much back-to-back testing, but this introduced conflicts with ELPAC and did not appear feasible.

4. **Miscellaneous:** We added dates for climate survey onto the calendar, once in fall (internal survey, at start of quarter 2) and once in February (CHKS or internal). (to have data in time for LCAP, etc.). We added the dates for the RAVEN gifted and talented assessment so that it appears on the main calendar.

Curriculum and Instruction Review Committee Report, April 2023

Social Emotional Learning (SEL) & College & Career Counseling (CCC)

Alton B. Nelson, Jr., CEO & Interim Principal

Middle School Social Emotional Learning Approach

In the middle school, all Homeroom class teachers will implement and be trained on **Responsive Classroom** practices (<https://www.responsiveclassroom.org/about/>). These practices will be practiced daily for 5th-8th grades. Responsive Classroom practices focuses on the following four areas of emphasis:

1. *Engaging Academics*
2. *Positive Community*
3. *Effective Management*
4. *Developmentally Responsive Teaching*

Morning Meetings are a critical part of the Responsive Classroom approach and helps to start the day with positive peer engagement and some areas of focus for the day:

1. **Greeting:** *Students and teachers greet one another by name.*
2. **Sharing:** *Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.*
3. **Group Activity:** *Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game).*
4. **Morning Message:** *Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.*

Teachers will receive training and support from current teachers who have been using Responsive Classroom practices here at MWA as well as outside support from Responsive Classroom training. The key will be the monitoring of the fidelity to the program and practices and supporting those teachers who need more support to implement the practices consistently and effectively.

Monitoring Implementation

One way to effectively monitor the use of Responsive Classroom Practices is to do “fidelity walk-throughs” during the Homeroom period over the course of the school year. While you could see some uneven fidelity at the beginning of the school year, we should begin to see higher levels of fidelity of implementation over the course of the school year. See below for an example of a schedule:

Year 1 Schedule of Division-Wide Implementation Monitoring

	AUG	SEP	OCT	DEC	JAN	MAR	MAY
Evidence of Implementation	1X	2X	2X	1X	2X	1X	1X
Evidence of Efficacy			1X		1X		1X
Teacher & Student Feedback				1X			1X

School-wide Approaches

Curriculum and Instruction Review Committee Report, April 2023

Across both divisions (5th-12th grades) we will implement the following SEL strategies and approaches:

- Nearpod online SEL lessons
- Restorative practices within the classroom

Nearpod Approach

Nearpod is an SEL tool we piloted this year. By the end of the pilot, we had only three teachers who participated consistently in the pilot. At this small number of participants, it is not as reliable as a snapshot of a wider cross section of faculty and their feelings about the tool. However, that being said, all participants found the lessons and the tool useful. I made the decision to roll it out school-wide, in consultation with the two Assistant Principals.

Below is an overview of critical pieces of the implementation plan.

- Scope and sequence set in advance (by me)
- Scope & sequence schedule requiring weekly use of the tool (excluding 3-5 weeks for special events & testing)
- Scope and sequence would attempt to use lessons across the various domains of the program
- Scope and sequence would be aligned where possible across both divisions, but also be differentiated by grade level to better address the most common issues that challenge that particular grade level

Restorative Practices

Deans have been implementing some basic restorative practices training this year and identifying more opportunities to apply these practices throughout the school. Deans are also receiving more intensive restorative practices training this spring. With the transition of deans and leaders last year, the training and practices they used to apply in situations were not fully passed down to the 2 deans who remained at MWA. Up to this point, their training has been pretty minimal.

The most common ways restorative practices will be applied at MWA are:

- Help address 1:1 conflicts or harm between two student peers or between a student and staff member
- Help address conflicts among small groups of students
- Address any witnessed harm within a classroom through “harm circles”

When students commit Level 1 and 2 infractions (Student-Parent/Guardian Handbook), restorative practices can be utilized to help address lower level infractions through 1:1 conflict resolutions, small group resolutions, or harm circles. For Level 3 and 4 infractions, consequences such as suspensions may be applied while also offering restorative conversations after both parties had had some time to “recover” from the initial harm. It will be important to continue the practice of acknowledging harm and addressing it through structured protocols and systems - for both “small” things and “bigger” more impactful incidents that can affect the community.

College and Career Counseling

Due to the unexpected shift in the hiring process of the next Director of the College and Career Counseling team, we will need a bit more time to develop plans “B” and “C” if we are not able to make a hire within the next few months. It is not ideal. Fortunately, we have someone who remains in the CCC office with experience at MWA who may be able to help us with alternate plans to support our next senior class. We will continue to work with MWF’s college success program to align on Wave-Maker attributes, experiences, and outcomes.