



Board Report
School-Wide

Board Report - September 2023

Making Waves Academy School-wide

Dr. Tameka Jackson, Principal

What?

Planning

Over the summer, the Instructional Leadership Team met, set goals and narrowed our focus to providing high-quality education and continuous improvement, in efforts to enhance instructional practices across the school. This initiative encompasses a comprehensive approach, including the development of effective Week-At-A-Glance (WAAG) plans, syllabi, unit plans, scope and sequence plans, classroom observations tools and schedules, coaching tools and approaches, and the implementation of revamped instructional practices while ensuring fidelity to our educational goals.

- **August Professional Development**

The August Professional development started on July 31 and ended on August 9th. We started off the PD week with a State of the School address by the CEO. This was followed up by an Adaptive Leadership activity by the COO and then an expectations reflection activity by the Principal. One of our focus areas this year is MTSS, which led to a day and a half of training for all staff. The instructional team was introduced to the MWA Instructional Playbook, the ELA team received training on their new curriculum (Springboard), The Math team received Each day began with community announcements and ended with community building activities led by the Health & Wellness Faculty.

- **5th Grade Orientation**

The 5th grade homeroom teachers hosted the 5th Grade Orientation on August 9th. Faculty, Staff, and School Leaders were introduced to the incoming students. This was followed up with a review of the MWA core values, a campus tour and activities with different groups of staff. Students received their homeroom assignments, met their teachers and took photos with their advisories. Other grade level teachers pitched in to welcome students, provide tours and served as guides through the half-day orientation. 102 of 110 28th Wavers attended orientation. 2 students withdrew.

- **9th Grade Orientation**

On August 9th, the 9th grade Advisors and the Associated Student Body hosted the Ninth Grade Orientation before the first day of school. The Principal, Assistant Principal, Upper School Dean of Students and members of the College and Career Counseling team gave presentations. About 96%, or 148 of the 153 24th Wavers, attended the half-day event involving team building activities, informational sessions, and school-tour/ scavenger hunt led by members of the Associated Student Body.

First Days/Weeks of School

The upper school was able to add six new courses to the master schedule this year: AP Computer Science, AP Environmental Science, Creative Writing, Journalism, AP Literature and Astronomy, providing students with more choices for core classes and electives. Due to recruitment, we made the decision not to offer Human Geography and are unable to offer AP Government for this school year.

AY 23-24 is the inaugural year for the New Teacher Development and Support program. It is designed to support retention and development of new teachers, both to MWA and to the profession. Our focus for the year are resident teachers and intern teachers. Regarding residency, last year was our most successful class of graduates. All five MWA residents completed the Master program, earned their preliminary credential and are placed in the appropriate teaching positions.

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The Upper School has 33 regular teaching positions in the upper school, including 5 vacant positions and 4 teachers on Intern Credentials. The middle school has 26 teachers, not including the 6 vacancies. We are working with our own on-site substitute teachers and temporary staffing agencies to fill vacancies as we continue to recruit.

So What?

As part of our commitment to innovation, we have undertaken a comprehensive effort to revamp instructional practices across the school. By incorporating research-based strategies, best practices, and student-centered approaches, we aim to enhance student engagement and learning outcomes. Week-At-A-Glance plans offer a clear overview of the learning objectives, activities, assessments, and resources for each week. By outlining the scope of the curriculum in advance, teachers are better equipped to ensure a balanced and coherent progression of lessons.

Our ongoing classroom observation initiative plays a vital role in assessing the implementation of these instructional practices. Through regular observations, we gain insight into how well teachers are aligning their teaching methods with the curriculum's objectives. Observers assess aspects such as instructional strategies, student engagement, and classroom management, helping us identify areas of strength and opportunities for growth.

- Observation Schedule Walkthroughs (Principal, Assistant Principal, Director of New Teachers) - August - May
- ILT Observation Walkthrough - September - May
- Opt-In Learning Walks - October - April
- Coaching Observations - September - May

To support teachers in their professional growth and the successful execution of new instructional practices, our coaching program remains a cornerstone of our strategy. Instructional coaches provide personalized guidance through one-on-one sessions. These sessions help teachers reflect on their teaching methods, receive constructive feedback, and collaboratively address challenges, thereby promoting continuous improvement.

- 100% of ILT will spend 6 sessions training to provide coaching for MWA Instructors
- 100% of ILT and Content Teachers will be officially training on *The Art of Coaching*
- Coaching Sessions
 - 2x a month
 - Goal-Setting
 - Feedback Cycle

Maintaining fidelity to the state-aligned curriculum is of paramount importance throughout these initiatives. Our instructional practices, including week-at-a-glance plans, observation, coaching, and revamping, are all designed to align seamlessly with the curriculum's objectives and standards. This alignment ensures that our efforts directly contribute to the intended learning outcomes and promote a coherent educational experience for all students. This also works well with our collaboration with Instruction Partners.

ILT Goal 1: By May 2024, 100% of teachers in core subjects (47/47) and 80% of teachers in non-core subjects will ensure that students receive a guaranteed and viable curriculum. We will do this by having all teachers grow their content expertise by internalizing and implementing WAAGS, unit plans, scope and sequences and syllabi with fidelity.

| Milestones (Definition) | Q1: Oct 20th | Q2: Dec 15 | Q3: Mar 1st | Q4: May 31st |
|-------------------------|--------------|------------|-------------|--------------|
| Core Content | 50% | 75% | 85% | 100% |
| Non-Core | 40% | 60% | 70% | 80% |

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All of the new courses at MWA have been developed by returning staff, as opposed to new hires. For the Advanced Placement (AP) courses, all of the teachers have attended AP Summer Institute workshop training (typically 4 full days of training), providing valuable professional development for our teaching and learning community.

Vacancies continue to require attention from other areas of the school, including instructional leadership. A highlight to this year's preservice training, (aka, August teacher professional development), was curriculum training in math (Carnegie Learning) and English Language Arts (Springboard) - we will have to work to systematically onboard long term subs and new faculty who join us during the year to use these curricula with fidelity.

Now What?

The instructional leadership Team (ILT) (Principal, AP, Director of New Teachers Development, Lead Teachers, and Student Support Interventions Team) will undergo a series of professional development, aligned with the work of Jim Knight (*Known for his work in professional learning and instructional coaching. He has written or co-authored several books on these topics*) and Elena Aguilar (*Author of the Art of Coaching. She has also been a frequent contributor to Edutopia, ASCD's Educational Leadership, etc.*). On September 20th, the Instructional Leadership team will participate in an interactive professional development session with Elena Aguilar, *The Art of Coaching*. Each teacher will partner with their coach about their areas of growth, based on the *Skillful Teacher Pyramid* by John Saphier (*He is a recognized expert on supervision, evaluation, staff development, and adult professional culture*). This will help the ILT and instructional coaches to tailor their support and map out a scope of work for the school year.

The College and Career Counseling (CCC) team has begun the process of creating a scope and sequence of lessons to be delivered in advisory for grades 9-12. Topics include college and career exploration/ application processes, life skills, and study skills. Within this framework we will also have students select courses earlier than they have in the prior years to advance the development of next year's master schedule.

Specific to teachers on an Intern credential, the Director of New Teacher Development & Support is partnering with HR, the principal and the Director of Special Education to track and support 15 teachers (25% of all instructors) who are pursuing credentialing pathways. Our intern teachers are enrolled in four higher education institutions (HEI): Reach University, San Francisco State University, Teach For America/ Loyola Marymount University, and Touro University. We ensured all of our folks have emergency credential applications on file while they are completing enrollment and pre-requisite courseworks to receive an Intern teaching credential recommendation by mid October. Our focus for quarter 1 is to create opportunities for teachers to integrate their courseworks with site-base expectations (i.e. instructional planning deliverables such as Scope & Sequence pacing guides, WAAGs, and formative assessments) and create professional planning communities (PLCs) based on focus areas such as CA Subject Examinations for Teachers (CSET) study groups.

The literacy and math interventionists are facilitating and pushing into flex period intervention classes. We have set structures in place for additional collaboration with lead teachers and the Instructional Leadership Team, planned intervention flex period walkthroughs, and provided curriculum implementation guidance. We are also collaborating with the leadership team to provide coaching for teachers.

At the upper school, student intervention time is focused on ELD, Math Lab, Health & Wellness and Academic Support. The ELD coordinator is continuing the work from last year, focusing on meeting the academic needs of our English Learners (ELs), including leading and facilitating the reclassification process. We have begun to implement *English 3D* curriculum for all ELD designated classes academy-wide. The ELD coordinator is working with the ELD teachers to ensure faculty is being trained to internalize the curriculum.

Our afterschool program, aligned with the state-mandated Extended Learning Opportunity (ELO) grant program, is

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prioritizing high need tiered ELA and Math instruction for our 5th and 6th grade students. Participating students are required to attend intersession programming during select academy-wide breaks which culminates with a summer session at the end of the 23/24 academic year.

We will continue to recruit for open positions while supporting our on-site subs to deliver standards-based instruction to all of our students. The College and Career Counseling office worked efficiently to complete schedule changes before the first full-week of September. In the instances where vacancies exist and we are able to move students to alternative classes, we will do so. The instructional leadership team will continue to focus on providing support and coaching to all faculty so that all students have access to high quality instruction and teachers have the support necessary for professional growth.