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**Board Report**  
School-Wide

# Board Report - October 2023-24

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## Principal Report

Dr. Tameka Jackson, Principal

### What?

#### Instruction:

This year, the Instructional Leadership Team (ILT) began the implementation of the **Instructional Playbook**. This identifies 5 core instructional and 5 cultural practices to enhance the instructional quality in the classroom and to contribute to a positive and inclusive classroom culture where students feel engaged, supported, and empowered in their learning journey. They can help teachers tailor their instruction to meet the diverse needs of their students, promoting overall academic growth and success.

The instructional goals for the AY 2023-24 school year are aligned to the LCAP goals established last year, the first being *Support for All Learners: Develop and refine vertically aligned programs to support all learners. The assistant principal in each division is to monitor fidelity to the scope and sequence plans in math and English, four times per year (2 times per semester) in order to assess: a) the fidelity to the curriculum, b) pacing of instruction, and c) level of teacher support as key indicators for MWA instructional effectiveness and progress towards meeting and exceeding student learning goals.*

Currently both Math and English Language Arts (ELA) teams are adhering to their respective curricula – **SpringBoard** for ELA and **Carnegie Learning** for math – as monitored in the Week-at-a-Glance (WAAGs) submissions; which have over a **90% submission rate in the math and ELA**. The WaaGs provide evidence of standards-aligned planning and are aligned to five of the Instructional Playbook strategies, including the use of daily, student facing objectives that point to measurable outcomes, student-friendly agendas, and formative assessments (e.g., *Do Now's* [aka, bell ringers] and *Exit Tickets*, et al.).

Additionally, the Instructional Leadership Team (composed of the Principal, Assistant Principal, Math and Humanities Content Leads, the Director of New Teacher Support, ELD Coordinator and Literacy Specialist), is providing instructional coaching for all teachers, with a focus on math and ELA.

#### New Teachers:

This month, data drives the program development of New Teacher support. PD surveys, 30-day employee-feedback, and one-on-one meetings indicate 3 areas of need.

- The first is further training on MWA-specific systems, ranging from instructional (i.e. Powerschool and Canvas) to operational (i.e. Kronos and Solarwind) platforms. Though 57% of intern teachers are transferred from AY22-23, most do not have the experience to make the most out of the available platforms.
- Second is adjustments to balancing education programs and job-related responsibilities. Intern teachers are modifying their course load to prioritize responsibilities of a teacher of record.
- Third is clarity around the role and responsibilities of the New Teacher Development & Support role. Multi-layers of support are available to new teachers internally and externally. Access points include Instructional Leadership Team (ILT), Talent & HR credentialing support, Higher Education Institution partners (HEI).

Second is adjustments to balancing education programs and job-related responsibilities. Intern teachers are modifying their course load to prioritize responsibilities as a “teacher of record”. Residents, who do not have the aforementioned option, are taking steps back from observing and co-teaching with mentors to prepare for the CSET and CBEST requirements. These requirements are instrumental to their enrollment for Spring 2024.

#### Academic Intervention:

The Academic Support Service team is anchored in our vision, to see success for all Wave-Makers by enhancing the knowledge, skills, and attitudes necessary to reach positive academic outcomes. We continue to focus our support academy wide using a Response to Instruction and Intervention (RTI2) framework.

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This year we have improved our process in identifying students that need academic support in Math & ELA. Our intervention services entrance criteria utilizes a composite score and scale that combines three key data points: STAR/MAP percentiles, Math/ELA grades & Teacher Qualitative Data Point (QDP). This has allowed us to better group and target the academic needs of our students.

### ***So What?***

#### **Instruction:**

Our ***Instructional Playbook*** serves as a frame of reference for observations, coaching, and professional development. Our goal is that with the implementation of these strategies teachers will be able to see:

- Improved student engagement due to the clear learning objectives and the use of engaging and relevant "Do Now" activities.
- Enhanced assessment practices with the utilization of "exit tickets" (formative data) that will lead to more accurate formative assessments, allowing teachers to adapt instruction to meet student needs effectively.
- Positive classroom culture with the use of assertive monitoring, where students feel supported and valued in their learning environment.
- Enhanced academic language skills that will improve students' ability to understand and use subject-specific terminology, which is essential for academic success.

Our math and ELA teams are composed of teachers with a range of experience; with an average number of years teaching between 3 and 4. Research shows that new teachers need significant support with using curriculum effectively. That said, the implementation of SpringBoard in ELA and Carnegie Learning (new this year) has gone well.

Both teams were provided with professional learning from the curriculum providers during August PD, as well as scope and sequences from the service provider, ***Instructional Partners***, in an effort to maximize the impact of instructional minutes. The Math Team continues to benefit from Carnegie Learning professional coaching sessions as a support to the continued implementation of the program, and the adaptive learning component, ***Mathla***. Professional learning, pacing guides, 1:1 coaching from Lead teachers and informal coaching from other members of the ILT, as well feedback provided on WAAGs is supporting the process of maintaining fidelity to the curriculum and providing access to rigorous instruction for all students.

#### **New Teachers:**

The first step towards responding to teacher's needs is MWA departments defining the scope of responsibilities internally and externally. Our New Teacher Support matrix details which person/department owns what so teachers are clear on communication channels and our departments are leveraging existing structures across MWA. With the exception of Teacher Residents, the key takeaway is the Director of New Teacher Development & Support role is that of a coach. The updated support matrix is communicated to teachers in email and is reviewed in bi-weekly meeting cadence with the Director of New Teacher Development & Support.

Research<sup>1</sup> indicates that new teachers are in *survival mode* from August to mid-November. To ensure a balance between training and community connection, we are launching New Teacher PD on Tuesday from 3:30-4:30 starting October 3rd. We sent surveys to capture folk's learning preferences. With this data, we will dedicate time for peer-lead problem solving protocol, station-style small-group workshops of MWA systems and playbook strategies, and community building activity. The aforementioned survey also captures credentialing and coursework related needs which will enable us to set up PLC during teacher's planning time so they can partner on integrating new learnings with day-to-day experiences.

#### **Academic Intervention:**

Our intervention time is facilitated by trained teachers and supported by our team of specialists. In the middle school, our students in Tier 2 and 3 are placed in ELA Lab and Math Lab. Students in Tier 1 are placed in a Content Based Boost

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<sup>1</sup> Moir, E. 1990. *Phases of first year teaching*. CA New Teacher Project. CA Dept of Edu.

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Class (CBBC) in Health and Wellness or Science. All ELD students have a designated ELD section. At the upper school, student intervention time is focused on ELD, Math Lab, Health & Wellness and Academic Support. Students' intervention classes are assigned by academic needs and standing. Each class has a structure to monitor academic progress in collaboration with our department coordinators.

### ***Now What?***

#### **Instruction:**

Professional Development has been tailored to provide teachers with the support they need to fully implement these strategies. Until now, the ILT has led several sessions that include a deep dive into each strategy that has included the following:

- The use of faculty's objectives pulled from submitted Week-At-A-Glance (WAAGs). These were shared with the faculty to determine the quality and provide best practices.
- Classroom Management Scenarios: Teachers were provided with the opportunities to role-play various scenarios from a student and teacher.

We will continue to support the teachers on the ELA and math teams through 1:1 coaching and feedback cycles, feedback on WAAGs and monthly professional development. We will continue to monitor fidelity to curriculum in math, ELA and all subjects while tracking pace as compared to scope and sequences provided at the start of the year and continue the work of alignment initiated by the ***Instructional Playbook*** strategies school-wide.

Instructional next steps for upper school:

- Integrate ***Instructional Partner's*** use of the Instructional Practice Guide (IPG) in coaching ELA and Math
- Align the purpose of ***Professional Learning Communities (PLC)***/Collaboration Time to the analysis of data and formative assessments to inform instructional shifts
- Continue to support ***Lead Teachers'*** growth and development as instructional coaches and leaders

#### **New Teachers:**

This month is an example of "building the plane as we fly." New Teacher Development and Support is a new position and we foresee adjustments throughout the year to ensure that our program is responsive to arising needs and is filling the appropriate gaps of support across departments. Our experience enables us to add details to our scope and sequence for the year. Moving forward, all of our support will correlate directly with the phrases of first year teaching, upcoming events on the master calendar and inputs from seasoned staff, leaders and teachers. Our next step is to calibrate the impact bi-weekly meetings, PLC and weekly PD training in supporting all students (WASC 1/ LCAP 3) and in creating a high-performing environment for all students and adults (WASC 3/ LCAP 6).

#### **Academic Intervention:**

We've established systems to support collaboration with lead teachers and the ILT. This includes intervention flex walkthroughs and guidance on curriculum implementation and pacing. We are also working closely with the leadership team to coach teachers. We are monitoring student achievement in four cycles throughout the year. This is crucial to ensure our students are receiving tired services and placed in the correct flex intervention class. Divisional PLC time with flex teachers is being held bi-weekly to check pacing, offer just-in-time resources, reviewing and analyzing data, and support curriculum implementation for that block.

Our Math interventionist is monitoring our Math flex class pacing and participating in various content meetings and workshops. We are using MAP and IXL resources to ensure our students are receiving specific targeted Math interventions and staff are supported in using these tools.

In our reading intervention classes, we are working to increase our students' access to rich ideas, content and information. To do this, we are piloting a program that uses nonfiction articles to build our student's vocabulary and knowledge of the world. We are building excitement about literature by purchasing new reading material for students. This month we gave teachers scholastic dollars to spend on enhancing their classroom libraries and also partnering with teachers to plan events that highlight the joy of reading.