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**Board Report**  
School-Wide

# Board Report - December 2023-24

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## Principal Report

Dr. Tameka Jackson, Principal

### School Leaders & Report Contributors:

Eric Becker, AP, Upper School

Zachary Rubin, AP, Middle School

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Kelly Le, Dir. of Teacher Residency & New Teacher Development

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## What:

In reflecting on the accomplishments and developments of Semester 1, there are notable achievements and areas of growth in the upper school community. Several athletic teams achieved success by making it to their respective playoffs, and enriching field trips to local universities and cultural institutions, such as the Modern Museum of Art, added valuable experiences for students.

A significant milestone was reached during the All School Meeting on January 13th, where the academic achievements of 260 upper school students (51%) were celebrated. These students received Merit, Cum Laude, Magna Cum Laude, or Summa Cum Laude awards based on their impressive grade point averages for the first semester. Core Value Awards, reflecting MWA's five core values of Respect, Scholarship, Resilience, Responsibility, and Community, were also presented to twenty-four students, including a category recognizing the "Most Improved."

- 107 received recognition for earning a GPA between 3.0 - 3.49 - *Merit*
- 38 received recognition for earning a GPA between 3.5 - 3.64 - *Cum Laude*
- 42 received recognition for earning a GPA between 3.65 - 3.79 - *Magna Cum Laude*
- 73 received recognition for earning a 3.8 GPA or higher - *Summa Cum Laude*

In middle school, the new Assistant Principal, Zachary Rubin, started in January, along with the school-wide Instructional Coach, Marjorie McCowan, who began in December. Like the upper school, middle school students reached a tremendous milestone with awards for Semester 1. 361 students (62%) received academic awards and 20 received Marlin of the Month Awards, based on our community values of Community, Resilience, Respect, Responsibility, and Scholarship.

- 114 received recognition for earning a GPA between 3.0 - 3.49 - *Merit*
- 54 received recognition for earning a GPA between 3.5 - 3.64 - *Cum Laude*
- 46 received recognition for earning a GPA between 3.65 - 3.79 - *Magna Cum Laude*
- 147 received recognition for earning a 3.8 GPA or higher - *Summa Cum Laude*

Teacher Interns faced challenges in time management for teaching demands and implementing new practices, as revealed by a survey. New teachers expressed a preference for one-on-one or small group settings and sought guidance in areas such as documenting phone calls home and setting up translation services.

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Meanwhile, resident teachers demonstrated mastery in content, with most progressing through the program. However, one resident faced challenges meeting CSET requirements, leading to a transition.

The commitment to restorative practices and the decline in the suspension rate continues into Semester 2, marked by over 50 Restorative Conversations and school-wide Circles and Re-entry meetings so far in January. Faculty and staff are actively utilizing the *Student Services Referral Form* to address various concerns, resulting in 37 students classified as Tier 2 and 23 students in Tier 3, requiring additional support.

The Student College Admissions Notifications data revealed positive trends, with 100% of Rising Graduates indicating a Post-Secondary Plan. A majority of students submitted applications to UC and CSU schools, with plans for Community College Applications in January 2023. The College and Career Counseling (CCC) team is developing an Advisory Scope & Sequence plan, developing plans for college and career education sessions, and collaborating on field trip opportunities with external partners. The CCC team is working closely with members of the Making Waves Education Foundation (MWEF) senior leadership team on college access programming for students and parents/guardians.

Looking ahead, the CCC team is preparing for program plans for the upcoming 2024-2025 school year, further refining existing systems, and developing new systems to support students. The commitment to student success and holistic support remains evident in the ongoing initiatives and plans for the future.

### So What:

In the context provided, the importance of acknowledging and celebrating positive student behavior and effort is highlighted as crucial for academic success. While many students are thriving, a significant number have struggled in the first semester. The main challenge for the second semester is identified as addressing this issue, requiring a collaborative community approach involving parents/guardians, faculty, instructional leaders, coaches, and students.

Efforts have been made to engage parents through platforms like Parent Square, emphasizing the significance of grades and maintaining a healthy GPA. The Second Annual Parent/Guardian Workshop focuses on a "5-12 Roadmap to Going and Graduating from College," offering actionable steps for parents to support their student's academic journey.

Data has been shared with instructional coaches and leaders to brainstorm ideas for supporting teachers with struggling students. Professional development sessions have revisited parent outreach protocols to strengthen the home-to-school connection.

The middle school Assistant Principal is slowly transitioning, shadowing the Principal for 45 days, observing classes, partnering with the upper school assistant principal, instructional coach, and members of the Instructional Leadership Team (ILT). The new instructional coach has been providing much needed support to new long-term substitute teachers through feedback in following the *MWA Instructional Playbook* to set up systems and structures in their classrooms. So far, these efforts are yielding early successes.

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Intern teachers face challenges in time management and implementing introduced practices. Surveys indicate a preference for one-on-one or small group settings, and a need for modeling, particularly in areas like documenting phone calls home and setting up translation services.

Resident teachers, on the other hand, are excelling in mastering content, with some transitioning through the residency program. Monitoring the effectiveness of changes includes auditing *Professional Learning Community* (PLC) agendas and observing meetings.

To address the call for differentiated support, adjustments have been made in professional development structures, allowing for increased small-group collaboration time. Six PLCs have been created, tailored to individual credentialing needs. Teachers continue to receive one-on-one support with the Director of New Teacher Support, now on a monthly basis.

The focus on restorative conversations aims to foster personal responsibility and conflict resolution within the school community. The increase in these conversations promotes open communication, empathy, and understanding, addressing underlying issues and creating a supportive environment.

Future plans include collecting college admissions data for reporting purposes, partnering with Spring college and career series, and implementing key systems for efficiency by the new school year. The overall strategy involves a multi-faceted approach to address challenges, promote collaboration, and support the academic success of both students and teachers.

### Now What:

In preparation for the upcoming progress reports (1 of 3 for Semester 2) on February 2nd, our focus remains on addressing the academic challenges faced by students failing one or more classes. This effort is particularly crucial as we anticipate the suspension of credit recovery programs during the summer of 2024, aligning with our commitment to reshape and enhance credit recovery in line with the Making Waves Academy Mission.

To assess the effectiveness of recent changes, we are actively monitoring various aspects, such as auditing Professional Learning Community (PLC) agendas and conducting observations during meetings. This allows us to gauge the collaboration's efficacy and provide support where needed. Our monthly professional development sessions will center around instructional themes identified in bi-weekly meetings of the Instructional Leadership Team, emphasizing the visibility of learning with clear success criteria.

Regarding the Residency Program, collaboration with Alder involves auditing transcripts upon conditional acceptance, starting as early as December 13 for the academic year 2024-2025. This early initiative aims to give incoming residents ample time to meet full CSET requirements before the program begins. By addressing potential testing requirement issues early on, we enhance the preparedness of Residents. Additionally, we are analyzing Cycle 1 faculty evaluation data to understand the correlation between mentor competencies and Resident preparedness, informing the criteria and development for MWA mentor recruitment.

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The Student Support Services Department is actively implementing systems and procedures aligned with MWA Core Values. A forthcoming Family Newsletter will electronically provide families with mental health facts, coping skills, and resources to support student well-being. Collaborating with Student Activities Coordinators, we are encouraging students to express emotions through art, music, or writing, fostering self-regulation. Awareness campaigns promoting mental health and incorporating mental health-themed projects and competitions aim to normalize discussions around well-being. The department is also undergoing training on the web-based SEL tool, Nearpod, to support teachers in implementing lessons on restorative practices.