



## Making Waves Academy

### Minutes

#### Curriculum Committee Meeting

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##### **Date and Time**

Thursday March 28, 2019 at 10:30 AM

##### **Location**

3220 Blume Drive, Richmond, CA 94806

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Spring Curriculum Committee of the MWA Board of Directors

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##### **Committee Members Present**

Alicia Malet Klein, Alton B. Nelson Jr., Caitlin Shelburne, Esther Hugo, Evangelia Ward-Jackson, Jon Siapno, Kimberley Carr, Priscilla Mendez

##### **Committee Members Absent**

*None*

##### **Guests Present**

Dominique Moss, Elizabeth Martinez, Emmanuel Barrera

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#### **I. Opening Items**

##### **A. Record Attendance and Guests**

##### **B. Call the Meeting to Order**

Alicia Malet Klein called a meeting of the Curriculum Advisory Committee Committee of Making Waves Academy to order on Thursday Mar 28, 2019 at 10:38 AM.

## II. Curriculum

### A. Introductions, Orientation to the Agenda, and Overview Focus for Fall & Spring Meetings

A. Nelson reviewed the purpose, objectives, and resurfaced the most recent topics addressed by the committee.

Recent Topics: Project Based Learning, Textbooks Changes to Align with Standards, Block Schedule, Intervention, Benchmark Assessment Tools Purchase & Adoption, Course Offerings & CTE Pathways.

### B. Upper School Presentation & Discussion

K. Carr introduced the Upper School presentation. The focus is on:

- Intervention Evaluation
- Course Offerings for 19-20: AP, STEM, etc. to attend to the most gifted students
- 3-5 year plan

J. Siapno introduced agenda and presented on key data points that measure the strength of the curriculum.

- **Essential Question Discussion:** What information can be used to confirm that our understanding of rigor will equip a continuum of students to persist to college degree completion?
  - A. Klein: What is the difference between ready and competitive? How does it connect to the essential question?
    - The intention is that the curriculum is rigorous to **all** students.
  - E. Hugo: A-G requirements for all types of students is important to scaffold for students at all levels.

#### College Readiness Summit Recap

- PSAT Data showcased the ongoing challenges with Math Department.
- Committee asked, what has been the outcome of Laurel Springs implementation?
  - 85 students are enrolled in Algebra 1
  - Only 30% are currently passing Laurel Springs, this is aligned to mastery shown in SBAC results; committee expressed surprise and concern.
  - Response to passing rate: Summer School and Marlin Hour are targeting Algebra 1.

- Committee asked that the Upper School and Middle School connect to explore starting intervention earlier to get ahead of the challenges.

### **Goal of Curriculum Offerings**

- Balance of new asks with budget constraints
- Strong advocacy from board members for Drama, other Performing Arts
- Prioritize world languages through online learning

A. Nelson restated the requirement for credential process verification

### **Support for All Learners presentation by D. Moss**

- Introduced Genius Hour: Targeting Tier 1 students to enrich their education. Ideas for these courses were sourced from teachers and a student focus group.
  - A. Klein asked if the school is looking at this as an engagement tool for teachers?
- Tiered Marlin Hour: Tier 2 students are targeted for support to progress towards standards.
- Tier 3: Interventionists will focus on caseloads of students to help close the knowledge gaps.

### **C. Working Lunch**

### **D. Middle School Presentation & Discussion**

#### **Guiding Question**

What shifts have we made and where are our growth potentials in regards to fostering an experience that would equate excellence? What potential threats might we predict?

Board engaged staff with questions regarding pre-reading.

#### **Master Schedule**

- No changes to bell schedule
- MS proposed to move to a single-subject courses
  - Moving from 4 cohorts to 6
  - A. Klein asked if this will be counter-intuitive to PBL. Staff responded that they will ensure PBL focus.

#### **B/AASAI Impact**

- MS worked to incorporate new texts into a unit that was relevant and directly addressed manifestation of racism in US History.
- There was a gain in ANet data for Black/African-American Students from 3rd assessment to the 4th.

- A. Nelson requested that Middle School and Upper School align on presentation/writing skills. What are the expectations for students as they progress through the academy?

## **GATE**

- Pillars: PBL, Student-Driven, Individualized, 21st Century learning
- 3 year plan still stands
- There will be an implementation of a GATE advisory committee
- Middle School asked for the Foundation to support "Close Up" trips
- Middle School asked for support with adding a zero period or after school to support GATE

## **Professional Development**

- C. Shelburne shared data from PD
- Three pillars: Accountability for all, we are not afraid of our data, learning has to be dynamic
- A. Klein requested student outcomes be incorporated in the PD accountability document. How are the PDs connected to student outcomes?

## **III. Closing Items**

### **A. Confirm Action Items, Exit Ticket, & Closing Thoughts**

### **B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:45 PM.

Respectfully Submitted,  
Elizabeth Martinez