



Making Waves Academy

WASC Self-Study-Report 2013-14

Focus on Learning submitted to the
Western Association of Schools and Colleges
March 14, 2014

Summary

English/Spanish

April 18, 2014

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Chief Executive Officer

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A complete hard copy of this report including the appendices is available upon request. The complete report is also available on the Making Waves Academy website at www.making-waves.org.

Making Waves Academy Summary WASC Self-Study Report, April 18, 2014



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April 18, 2014

Dear Making Waves Academy Parents & Guardians,

I invite you to read and review this *Summary* of our completed report for WASC (Western Association of Schools and Colleges). We are a WASC accredited school. We were initially accredited four years ago as a new school. Having WASC accreditation is essential for our Upper School so that colleges and universities know that our academic and school program meets the qualities and standards of other good schools around the country.

The WASC process we have undergone this year is for a six-year accreditation renewal. The WASC process allows schools to evaluate how much of their goals and plans are being implemented and to identify the areas for future growth. Ideally, we would take the next six years to work on these growth areas.

The full report represents the year-long, formal self-evaluation process we have undergone this year as a school community. This copy of the report is a *summary* of the full report. Both versions of the report can be found on the MWA website – www.making-waves.org.

A wide range of our community stakeholders was involved in the process WASC process including parent, students, staff, faculty, administrators, at-large community members, and MWA board members. Members of the School Site Council, another formal representative body of the MWA community, were a key constituent group involved in the process. If you have questions, please feel free to get in contact with me directly or a School Site Council member.

At this point I want to acknowledge the hard work and effort done by WASC Leadership Team Members, WASC Focus Group Members, and WASC Home Group Members. They all played a significant role in completing the report and providing leadership throughout this process. I especially want to acknowledge the work of our WASC Coordinators Ms. Olivia Fernandez and Mr. Anton Jungherr. I also want to acknowledge the editors of our final report – MWA board members, Esther Hugo and Alicia Klein.

Sincerely,

Alton B. Nelson, Jr.
CEO, Making Waves Academy

Contents

Preface 4

Chapter I: Community Profile 4

 Making Waves Academy Profile – Background 4

 Purpose 5

 Making Waves Academy Mission Statement..... 5

 Making Waves Academy Expected Schoolwide Learning Results (Expected Schoolwide Learner Outcomes)..... 5

 Core Values 6

 Family Partnerships..... 6

 Demographic Data 6

 Enrollment by Gender and Grade 2013-2014 (as of January 14, 2014) 6

 Language Proficiency for All MWA Students 6

 Making Waves Academy Staff 2013-2014 7

 Total Staff..... 7

 MWA Staff Years of Experience 7

 Professional Development..... 7

 Description of Safety Conditions, Cleanliness and Adequacy of School Facilities:..... 7

 School Facilities:..... 8

 Cleanliness: 8

 Budget Process..... 8

 Budget Management 8

 Expenditures per Student Enrolled, FY2014 Budget, First Interim, October 31, 2013 9

 Monies from Other Funding Sources FY2008-14 Budgets..... 9

 FY2014 Budget (First Interim, October 31, 2013) 9

 Student Performance Data 10

 Performance Index –Historical – Total Growth = 143..... 10

Chapter II: Progress Report..... 10

 Significant Developments 10

 Extension of the Middle School and Upper School..... 10

 Material Revisions to Making Waves Academy Charter, January 15, 2014 11

Chapter III: Analysis of Profile Data and Progress..... 11

 Critical Academic Needs 11

Chapter IV: Self-Study Findings - 13

 Organization 13

 Curriculum 13

Making Waves Academy Summary WASC Self-Study Report, April 18, 2014

Instruction	14
Assessment	15
Culture	17
Chapter V: Schoolwide Action Plan	19

Preface

Making Waves Academy (MWA) recognizes that schools with higher proportions of students from socio-economically distressed communities require additional resources to compensate for the challenges they face. MWA invests in students and families by providing resources to support students' cognitive (academic) and non-cognitive (social-emotional) development.

MWA understands that students learn best when they are engaged by faculty and staff who develop personal and trusting relationships with them and their families. MWA has built structures that allow for the development of personal relationships, including an advisory program, small class sizes co-curricular enrichment, and extra-curricular activities.

Chapter I: Community Profile

Making Waves Academy Profile – Background

Making Waves Academy is located in Richmond, California. The city is a diverse community with a population consisting of 26% African American, 39% Hispanic or Latino, 17% White, 13% Asian, .5% Native American, .06% Native Hawaiian and Other Pacific Islander, and 2% other. The demographics of Making Waves Academy are comparable to West Contra Costa Unified School District (WCCUSD) which are both different than the overall demographics of Richmond.

At Making Waves Academy 17% of the population is African American and 80% are Hispanic or Latino. 80% of students qualify for free and reduced lunch. English Language Learners make up 22% of the school's population.

Making Waves Academy operates as a 501(c)(3) corporation that works collaboratively with Making Waves Foundation, Inc. in order to ensure the success of its students, also known as "Wave-Makers." Under the leadership of a dedicated and educationally stimulating team of educators, MWA applies proven best practices to support the holistic and comprehensive development of its students. The staff is comprised of educators who are committed to the community, ensuring that disenfranchised youth have the skills needed to eventually gain acceptance to and graduate from four-year colleges and universities and become productive members of their communities and the workforce.

Making Waves Academy opened its doors in 2007 as a public charter school for children in grades 5-8. Targeting students currently attending Title I schools in Richmond and San Pablo, MWA accepts students entering the 5th grade by way of public lottery. In 2010, Making Waves Academy Middle School reached

Making Waves Academy Summary WASC Self-Study Report, April 18, 2014

capacity with 400 students in grades 5-8, with 100 students in each grade level (or Wave). That same year, Making Waves was granted an extension to serve students through grade twelve. In 2011, the first cohort of 8th graders graduated and in the fall of that same year, MWA welcomed its first 9th grade class into the Upper School.

Currently serving grades 9-11, the Upper School will be at capacity in 2015 with approximately 400 students in grades 9 – 12. In fall 2015, Making Waves Academy (Middle and Upper) will be at full capacity serving close to 800 students in grades 5 – 12 with approximately 100 students in each grade level. Making Waves Middle School is the only feeder school to the Upper School.

In fall 2009, MWA opened a new campus to serve its students. Formerly the home of the Middle School, this 21st Century complex is now the Upper School campus. In fall 2012, MWA opened its second campus where the Middle School is currently housed. The adjacent campuses have a library, technology centers, science labs, art and music rooms, an edible garden, and an athletic field with synthetic turf. Classrooms are equipped with state-of-the-art technology and most up-to-date educational materials reflecting best practices.

Purpose

Making Waves Academy's purpose is to create an integrated school-based, youth-development, rigorous-curricula program that increases the graduation and four-year college acceptance and completion rate of socio-economically disadvantaged students of color coming from Richmond. By holistically addressing the cultural, academic and personal needs of its students, Making Waves Academy hopes to raise students' expectations, increase family, community and teacher involvement, and enhance access to resources not readily available to its population.

Making Waves Academy Mission Statement

Making Waves commits to rigorously and holistically preparing students to gain acceptance to and graduate from college to ultimately become valuable contributors to the workforce and their communities.

Making Waves Academy Expected Schoolwide Learning Results (Expected Schoolwide Learner Outcomes)

ACADEMIC CONTENT – What We Know

Wave-Makers demonstrate proficiency in MWA Content Standards (based on California State Standards) for English language arts, math, social studies, science, English language development, health and physical education.

SCHOLARSHIP- How We Think, Read, and Communicate

Wave-Makers think, read, write, and speak like scholars (historians, mathematicians, scientists, authors, and literary critics).

CRITICAL CONSCIOUSNESS – How We Act on What We Know

Wave-Makers combine their intellect and critical thinking to make healthy choices for themselves and positive changes for their community.

COLLABORATION – How We Work with Others

Wave-Makers work together to build collective genius.

SELF-EXPRESSION

Wave-Makers develop an understanding of self by demonstrating their creativity across the curriculum.

Core Values

Wave-Makers embody the following core values:

- **Community:** We combine our intellect and critical thinking to support each other and make healthy choices for ourselves and positive changes in our community.
- **Resilience:** We are agents of change, who, through hard work and perseverance, have the power to define ourselves and to control our destiny.
- **Respect:** We believe each person is valuable and we demonstrate respect by following our community norms.
- **Responsibility:** We have integrity we are accountable for our decisions and actions and their impact on self and community.
- **Scholarship:** We are life-long learners who aspire to and achieve academic excellence.

Family Partnerships

Schools work best when children’s education is a partnership between educators and families. Parental involvement is strong at Making Waves Academy. MWA families use their diverse talents to shape school activities and participate in governance.

Demographic Data

Enrollment by Gender and Grade 2013-2014 (as of January 14, 2014)

Grade	11	10	9	8	7	6	5	Total
Girls	47	47	48	47	55	54	63	347
Boys	36	41	39	48	47	48	49	322
Total	83	88	87	95	102	102	112	669

Language Proficiency for All MWA Students

All MWA 2012-2013	Number of Students	Percentage of Students
English Learners	134	23
English Only	128	22
Initial fluent English Proficient	40	7
Reclassified Fluent English Proficient	281	48

Making Waves Academy Staff 2013-2014

Total Staff

	American Indian or Alaska Native	Asian	Asian Indian	Pacific Islander	Hispanic or Latino	African American	White Non Hispanic	Multiple or no response	Total
Administrators	0	0	1	0	0	5	3	0	9
Pupil Services	1	1	0	0	2	4	0	0	8
Teachers	0	4	3	0	9	10	22	0	48
Support Services	0	3	0	0	22	7	2	0	34
Instructional Assistants	0	1	0	0	7	10	1	0	19
Total	1	9	4	0	40	36	28	0	118

MWA Staff Years of Experience

	Average Years of Experience	Average Years MWA
Administrators	11.3	3.1
Pupil Services	8.2	1.8
Teachers	6.9	2.2
Support Services	7.6	2.5
Instructional Assistants	3.9	0.7
Total	7.1	2.1

Professional Development

At Making Waves Academy, teachers and staff are supported through on-going Professional Development aimed at increasing their skills and competency in the classroom and/or in their respective areas of work. Making Waves Academy teachers and staff begin intensive training and induction before the academic year commences. During the Summer Session, all staff is trained on key areas of the school, including curriculum development, instructional strategies, data-driven instruction, use of data tools, and collaborative work.

Description of Safety Conditions, Cleanliness and Adequacy of School Facilities:

School Facilities:

Making Waves Academy is located in an industrial park area of Richmond. It is comprised of three buildings on 6.5 acres. In July 2009, MWA moved into a newly remodeled, state-of-the-art, two-building facility. In July 2012, MWA opened a new, state-of-the-art, two-story building. Over \$28 million was invested in these three buildings.

Two of the three campus buildings house the Upper School and include:

- Building 1 has 25,000 square feet, nine classrooms, three science labs, a technology classroom, a library/media center, nine administration offices, student support resource rooms, two conference rooms, a staff lounge and workroom.
- Building 2 has 32,000 square feet, 17 classrooms, an art studio, music studio, multipurpose room with a stage, cafeteria, and boys/girls locker rooms.
- Outside area with an artificial turf playfield, basketball court, and student garden.

The third of the three campus buildings is a two-story building housing the Middle School and includes:

- 42,000 square feet, 23 classrooms, three science labs, a technology classroom, a library/media center, music studio, seven administration offices, two conference rooms, one staff lounge and a teacher workroom.
- Outside area with an eating area, boys and girls locker rooms, artificial turf playfield, basketball court, and student garden.

Cleanliness:

Classrooms and offices are cleaned each evening by the custodians using a team cleaning concept. The facility is vacuumed, damp mopped, dusted, and trash removed. Desktops, telephones, door knobs and bathrooms are disinfected daily. Trash, recycling and composting bins are in each classroom, community area and outside. An outside consultant conducts an annual cleaning audit. Each year, the custodial team has earned an “Outstanding” review. The outside area is tended to weekly by a professional landscaping company. They groom the plants, mow the grass, and sweep the walkways and driveway areas. Turf areas are groomed twice a year.

Budget Process

Each revenue and expense account is assigned to a Budget Manager. The Budget Manager prepares the budget for assigned accounts for review and approval by the Chief Executive Officer (CEO), Chief Financial Officer (CFO) and Finance Committee. As a public charter school, our budget is approved by our Board of Directors and submitted to the Contra Costa County Superintendent of Schools for approval. The three-year budget is approved in June of each year for the next three fiscal years, July to June. The three-year budget is reviewed, revised if needed, and approved by the CEO, CFO, Finance Committee, Board of Directors and Contra Costa County Superintendent of Schools in December and March of each year.

Budget Management

Assigned Budget Managers are responsible for specific budget accounts. Each Budget Manager oversees and approves expenditures within his/her budget and provides input into the development of the budget and the implementation of respective programs. The assigned Budget Manager, CEO and CFO approve

Making Waves Academy Summary WASC Self-Study Report, April 18, 2014

all purchases, credit card payments, payrolls and check requests. Monthly *Budget v. Actual Reports* are issued to the Budget Managers. The CEO and CFO review monthly *Budget v. Actual Reports*. The CEO and CFO have annual budget planning sessions with each Budget Manager. The Making Waves Foundation, Inc. Board of Directors has established a Finance Committee that reviews three-year budgets in addition to December and March budget revisions to the three-year budgets. Our independent auditor conducts annual audits and prepares an annual management letter which also is subsequently reviewed and accepted by the Finance Committee and Board of Directors.

Expenditures per Student Enrolled, FY2014 Budget, First Interim, October 31, 2013

The FY2014 Budget, First Interim, October 31, 2013 estimates total expenditures of \$12,988,739 for a budgeted enrollment of 675 students' grades 5-11. The budgeted expenditures per student enrolled are \$19,243.

Monies from Other Funding Sources FY2008-14 Budgets

John Scully has made a major commitment to Making Waves Academy. Over the past six (6) fiscal years various entities ¹ controlled by Mr. Scully have contributed \$21,800,000 to Making Waves Academy and are projected to contribute \$7,634,000 this fiscal year for a grand total of \$29,434,000 for the seven (7) FY2008-14.

Fiscal Year	Amount ²
FY2008, Actual	\$2,230,000
FY2009, Actual	3,445,000
FY2010, Actual	3,200,000
FY2011, Actual	3,316,000
FY2012, Actual	4,409,000
FY2013, Actual	5,200,000
Total Actual FY2008-13	21,800,000
FY2014, Budget (First Interim)	7,634,000
Total FY2008-14	\$29,434,000

FY2014 Budget (First Interim, October 31, 2013)

A summary of the FY2014 Budget, First Interim, October 31, 2013 is shown below:

Description	Amount
Income	
Federal	\$575,194
State of California	4,595,455
Federal/State Rent Reimbursement	410,400
Making Waves Foundation, Inc.	7,402,382
Other Local Sources	55,308
Total Income	13,038,739

¹ Phoebe Snow Foundation, Inc., Scully Family Trust No. 2, and Making Waves Foundation, Inc.

² In whole \$1,000's of dollars.

Making Waves Academy Summary WASC Self-Study Report, April 18, 2014

Expenses	
Salaries	5,754,246
Benefits	1,432,756
Supplies	1,110,841
Contract Services	4,690,896
Total Expenses	12,988,739
Net Change Fund Balance	50,000
Beginning Fund Balance, July 1, 2013	1,169,361
Projected Ending Fund Balance, June 30, 2014	\$1,219,361

Student Performance Data

Making Waves Academy is a Title I school providing targeted academic assistance to students who require additional support based on STAR – California Standardized Test results. The Title I services provided to students include a host of holistic wrap around services including additional core day Mathematics and English Language Arts support classes; supplemental technology-based and enhanced curriculum; extended day homework assistance, Saturday academic programs, as well as, daily healthy breakfasts, lunches and snacks; transportation to and from school; and psychological services for those students requiring further support.

Performance Index –Historical – Total Growth = 143

Academic Year	API	Growth Target	Actual Growth	Met Target Schoolwide	All Subgroups
2013	822	A	18	YES	NO (EL's)
2012	804	5	19	yes	NO (EL's)
2011	785	5	31	yes	NO (EL's and Af. Amer.)
2010	754	5	41	yes	YES
2009	713	6	34	yes	YES
2008 BASE	679				

Assessment Program. Students take the Discovery Education Assessment as a benchmark exam. Teachers have been trained to access and to interpret the diagnostic reports that are generated once scores are entered into the Zoom Data Source database. The data is used to modify instruction and to adjust pacing guides and scope and sequences accordingly. Data is also used to detect power standards, identify bubble students, and to provide targeted intervention.

Chapter II: Progress Report

Significant Developments

Extension of the Middle School and Upper School

Since our last WASC site visit in 2010, Making Waves Academy has developed significantly. In 2010 Making Waves Academy Middle School reached capacity with approximately 400 students in grades 5-8 serving one hundred students in each grade level (or Wave). In 2010, Making Waves Academy successfully amended its charter to include serving students in grades 9-12. In 2011 the first cohort of 8th

Making Waves Academy Summary WASC Self-Study Report, April 18, 2014

graders graduated in the spring of 2011. MWA welcomed its first 9th grade class into the Upper School in the fall of 2011.

In the spring of 2013, MWA also received permission to have classes of up to 112 students per grade level in grades 5-6. This would continue to allow MWA to serve as close to an 800-student capacity as possible as MWA loses some students along the way between 7th-12th grades and grade level student numbers drop below 100 students.

In the fall of 2012, MWA opened its second campus, a two-story facility where the Middle School is currently housed. Both Middle School and Upper School campuses have a library, technology centers, science labs, art and music rooms, edible gardens, and athletic fields with synthetic turf. The school's classrooms are equipped with state-of-the-art technology and the most up-to-date educational materials reflecting best practices.

In 2014-2015, the Upper School will be at capacity with approximately 360-370 students in grades 9-12 and approximately 415-430 students in grades 5-8. In the fall of 2015, Making Waves Academy (Middle and Upper) will be at full capacity serving approximately eight hundred students in grades 5-12.

Material Revisions to Making Waves Academy Charter, January 15, 2014

On March 7, 2007 the Contra Costa County Board of Education approved a five-year charter commencing with the 2007-08 school year. On June 20, 2012 they approved a five-year renewal of the Charter commencing on July 1, 2012 through June 30, 2017.

On December 11, 2013 Making Waves Academy submitted a request to the Contra Costa County Office of Education for material changes to the Charter to amend the following sections:

- Section II (D) – Educational Program/Overview of Core Academic Program – Graduation Requirements
- Section IV – Governance Structure
- Section V – Human Resources (change of Executive Director to Chief Executive Officer)

These material changes were approved by the Contra Costa County Board of Education on January 15, 2014 (Resolution 9-13/14).

The new Bylaws of Making-Waves, Inc. (d/b/a Making Waves Academy) were also approved by the Contra Costa County Board of Education on January 15, 2014. These Bylaws provide that Making Waves Foundation, Inc. shall be the “Sole Statutory Member” as defined in Section 5056 of the California Nonprofit Corporation Law.

Chapter III: Analysis of Profile Data and Progress

Critical Academic Needs

MWA staff analyzed the Student Community Profile in the spring of 2013. Based on the data staff developed their recommendations for Critical Learner Needs. Subsequently, the WASC Leadership Team reviewed the proposed Critical Learner Needs and then worked together to prioritize them. Three Critical Learner Needs were finally established. They then went under a series of revisions. In the fall of 2013, the Leadership Team agreed on the following to incorporate into our self-study;

Making Waves Academy Summary WASC Self-Study Report, April 18, 2014

- 1. Develop students' comprehensive math skills at every grade level.**
 - Quarterly Benchmark Data Analysis
 - Monitoring population of students who qualify for Intervention Services
 - Implementation and Progress Monitoring of Accelerated Math with fidelity

- 2. Increase academic achievement and implement best practices of our Tier I-IV students, specifically English Language Learners, Special Education students, and Gate-identified students.**
 - Timely reclassification and progress monitoring of newly Reclassified Fluent English Proficient (R-FEP) students in order to ensure our goal of reclassifying all students by the end of 8th grade.

 - Implementation of Individual Education Plan (IEP)/504 Plan accommodations, modifications and SMART goals that will be monitored and modified, as necessary, and during annual IEP meetings.

 - GATE prepared and certified teachers share best practices and key elements of teaching GATE-identified students through Professional Development as well as monitoring the progress of GATE-identified students.

- 3. Cultivate and increase student motivation, involvement, rigor, and results.**
 - Administer student survey each semester

 - Analyze SpringBoard audits

 - Organize data talks to inform instruction

Chapter IV: Self-Study Findings

Organization

A1: Purpose

The lack of clearly identified vision a statement and multiple versions of the mission statement over time have resulted in an unequal understanding by stakeholders of our purpose. The lack of clear communication on the development and revision of the mission statement, as well as development of the intended impact statement, may have reduced school effectiveness. Per our new structure, effective December 5, 2013, the mission of the school is set by the founding entity, MWF, Inc., however the reorganized MWA governance structure will allow for greater stakeholder input on any future revisions to the mission and greater communication about the purpose in general.

A2: Governance

With the exception of financial matters, The Board of Directors has not consistently adhered to the MWA Charter and its own Bylaws prior to the December 5, 2013 reorganization. Part of the rationale for the reorganization was that the Board had been ineffective in providing oversight of the instructional program and had failed to properly align policies and procedures with the Bylaws. The Board was also insufficiently aware of whether schoolwide learner outcomes were met or whether academic standards based on data-driven instructional decisions were established.

A3: Decisions

There are various goals/objectives/plans/projects for achieving schoolwide learner outcomes which are not always honored or monitored and are not fully understood by all stakeholders. The school leadership and staff do not annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

A4&5: Leadership and Staff

Generally there has been a qualified staff which has been provided effective ongoing professional development. There have been many beginning teachers, teachers who do not meet the “highly qualified” standards and teachers without California teaching credentials. There has been substantial teacher and administrator turnover.

A6: Resources

MWA has outstanding facilities and is very fortunate to a benefactor and a foundation that support the school. The human, material, physical, and financial resources are more than sufficient and are utilized effectively to support students in accomplishing the academic standards and the schoolwide learned outcomes.

A7: Resource Planning

The Board of Directors and school leadership have executed responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal control, audits, fiscal health, and reporting).

A8: Financial Operations

The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices and ethical standards.

Curriculum

All students participate in curriculum:

Our curriculum supports our school’s mission which is to rigorously and holistically prepare students. As a school we are strong at creating a rigorous learning environment in which students are encouraged to think critically and are held to a high academic standard. Because of our small size and the short time we have been in existence, we have not yet been able to offer

Making Waves Academy Summary WASC Self-Study Report, April 18, 2014

the breadth of programs that would allow students to choose from a variety of pathways through which to achieve their academic goals.

All students have access to entire program:

Making Waves Academy has implemented a model for Individual Learning Plan that are student focused. We are intentionally modifying our approach based on the personal and academic needs of students.

Areas of growth in response to meeting the academic and personal needs of students are: inconsistency of follow-up, updates, and a cohesive system of communication between the Upper and Lower School regarding academic programming.

Students able to meet requirements for graduation:

Making Waves Academy is continuing the tradition of the Making Waves Education Program which has ensured post-secondary success for underprivileged youth by providing access to classes that prepare them for college, collaborating with post-secondary institutions, following through with students in their post-secondary experiences, and encouraging students who have finished post-secondary education to recycle success.

A current weakness is lacking experience from not currently have graduates to gather data. Additionally, the graduation requirements and process is fairly new to the Making Waves. It is currently being implanted by faculty to our sophomores and juniors. However, once the program is in full swing, this will be a process that is discussed in their freshman year.

Instruction

Areas of Strength
Strong instructional practices across the school
Collaboration between faculty supports student achievement
Allocation of resources and time to strengthen instruction
Students and faculty are frequently observed by experienced coaches and instructional evaluators
Multiple sources of data are leveraged to identify level of student learning and achievement
Structures exist to support students of diverse abilities and backgrounds
Most learning is planned using a backwards-designed model with formative assessments
Schoolwide expectation of identifying objectives and creating clear targets for students
Lesson plan template supports teachers' implementation of key instruction components
Technology is available and accessible for student use and student learning
Specialized instructional staff is aligned with instructional focus and works collaboratively with core staff
Beginning teachers are supported in instructional methods
Professional Development focuses on instructional proficiency of teachers.
Students are exposed to rigorous learning experiences
There are some opportunities for real-world experiences

Areas for Growth
Develop, research and teach effective methods to support all English learners across the school
Standardize collaborative work amongst teachers with protocols throughout the school.
Emphasize the expected learner results in all classes and with all teachers; incorporate ESLR's in instruction and curriculum.

Areas for Growth
Develop models of exemplary student work in all grades to use as benchmarks.
Increase opportunities for public speaking and presentations.*
Increase the opportunities for project-based learning, debate and inquiry-based projects across all curriculums.
Develop a long-term plan to incorporate instructional technology.
Create more opportunities across the Academy to engage in real-world experiences (i.e. field-trips, inter-scholastic interactions and competitions.
More exposure to real-world experiences for students, including field trips and experiential learning.*
Integrate service learning and community service into the curriculum across the school.
Create plan to develop the library, digital library and databases.
Provide space, personnel, resources and cross-curricular instruction and practice for students to become proficient with technology. Develop a long-term plan to incorporate instructional technology.

Assessment

Making Waves Academy teachers use pre and post assessments in order to track growth on standards. Currently, Discovery Education Common Core Aligned benchmarks in English Language Arts and Math are given in grades 5 – 11 and Life Science in grade 10 three times per year.

MWA uses Zoom! Data Director teacher-created assessments, linked to the Common Core Standards, providing teachers with data on trends of all students. This data is shared with parents and students in three key ways: progress report/report card mailings, online public portal, Saturday parent meetings.

- For students, data is shared via printouts and reviewed to identify strengths and areas of growth.
- For parents, data is shared via parent letters as well as discussed at parent engagement events such as Saturday Parent Meetings, Back to School Events, and Student-Parent-Teacher Conferences.
- For teachers, classroom and student-specific reports are regularly updated and displayed.

In addition, the following appropriate assessment strategies and tools are used to evaluate and monitor student growth.

- GradeBook: up-to-date, online public portal
- District adopted curriculum: assessments and rubrics
- Assessment Calendaring and Scheduling (benchmarks)
- Technology (Mimio, Zoom, Gradebook, Discovery Ed, Khan Academy)
- Data walls

Making Waves Academy assesses learning, analyzes data, and utilizes findings to drive instructional practices. In addition, MWA's strong community stakeholders include the Board of Directors, parent and family groups, teachers, administrators, and a local foundation, dedicated to supporting students in their academic careers. Stakeholders are involved in the assessment and monitoring process of student progress. Teachers monitor student progress by checking for understanding through formative and summative assessments. Teachers provide progress reports four times per academic year, grades and data are posted in classrooms allowing students to actively monitor their own progress.

Teachers differentiate instruction, serving the individual needs of students based upon analysis of data. Using Data Director, CSTs, Benchmarks, tutoring, and curriculum-based assessments student progress is monitored.

The following were specifically identified as strength areas:

- Tiered intervention supports
- Teachers identifying power/focus standards through data analysis to structure re-teaching
- Students are routinely assessed using technology and keep track of their assessment performance.
- Parent workshops which are held each month.

MWA lacks strong supports for GATE students. As the ESLR's change MWA needs to be proactive in implementing tools to evaluate the progress towards the schoolwide learner outcomes. In addition, MWA has recently adopted three new critical learner needs that also need to be monitored and aligned to the ESLR's while ensuring the progress monitoring implemented is accurate and given to varying constituent groups to use a basis for decision-making.

The following were specifically identified as targeted growth areas:

- Involving parents in the re-teaching process that is provided by the Data Director assessment data.
- More time to re-teach needs to be embedded in Master Schedule and Scope and Sequences.
- Incorporate more college admission test preparation to support performance on standardized tests such as the SAT and ACT.

Culture

Parent and Community Involvement

MWA has a strong tradition of parent involvement for event-specific and volunteer-based activities, and continues to develop family and community member participation in key decision making and problem-solving capacities. MWA makes an active effort to involve all parents, providing English and Spanish translation support to reach the major language constituent groups of the school population.. The school demonstrates regular outreach to parents to keep them informed of their student's academic progress, opportunities for involvement and upcoming events via written and electronic communication, Parent Meetings, and automated telephone messages. The school also offers career exposure through activities and programs each year, designed for grade and age-level appropriateness.

Key areas for growth are integrating parent and community participation beyond event or committee-specific activities, as well as cultivating regular faculty-parent communication despite language barriers. MWA's student population would also greatly benefit from more experiential learning opportunities provided through community partnerships designed to increase academic rigor and deepen student engagement. The school should continue to refine its progress monitoring system based on student and parent feedback, and offer GATE educational opportunities.

Safe, Clean and Orderly Environment; Culture of Trust, Professionalism and High Expectations for All Students; Continuous Focus on Improvement

Results from staff, student, and family surveys agree that MWA provides a safe and clean learning environment. Professional Development sessions, school goals, and school resources demonstrate that MWA places significant effort on supporting students with diverse learning needs, and doing so with an understanding of student backgrounds. MWA clearly outlines expectations for employee professionalism throughout the hiring, professional development, and annual evaluation processes. MWA Faculty has the opportunity to collaborate and build community at least weekly during Staff Meetings, in addition to weekly planned collaboration times by department.

Areas for growth include providing additional or more targeted Professional Development on how to effectively address Critical Learner needs; individual professionalism; cultural competency; and supporting students with special learning needs. In order to uphold the school's safe environment, MWA will need to continue to develop and train staff and students on policies and procedures pertaining to emergencies, and the proper use of technology for the educational environment. Results from staff and student surveys also highlight the need for more community and trust building opportunities between the student and adult populations at MWA.

Appropriate Support for all Students; Student Access to System of Personal Support Services, Activities, and Opportunities within School and Community

MWA offers a variety of opportunities for students to receive academic, socio-emotional, and health and wellness support. Academic intervention and support classes or programs are offered in various forms from the 5th to 11th grades. Over the past few years, MWA has continued to develop its counseling services, including bringing on a social worker during AY2013-2014 to provide in-house case management and counseling support. Also during AY2013-2014, MWA created a Career and College Counseling department as Upper School students prepare for their post-secondary pathways. MWA is committed to promoting healthy choices and a healthy lifestyle for students, as evidenced by the Health and Wellness program during the 5th to 9th grades, the school's partnership with Revolution Foods for the nutritional program, and basic first aid provided through trained front office staff as needed.

Also as of this year, the Upper School has begun to schedule students according to student needs, as opposed to the cohort system previously in place. At both the Middle School and Upper School, intervention and remediation classes are available for Math or ELD support. Summer school represents an additional means of remediation for MS or US students not receiving passing grades during the previous academic year, as well as students seeking enrichment opportunities at the MS level.

MWA places strong emphasis on differentiated, rigorous instruction, and utilizing summative and formative data to consistently monitor student progress. Faculty are dedicated to supporting diverse learner needs, and initial structures to facilitate collaboration by content, grade level, or for intervention progress review, are in place. Students who need special support or enrichment are encouraged to participate in academic support classes or services, as well as having the opportunity to participate in a variety of extra-curricular depending on their interests.

As a developing school, MWA's co- and extra-curricular program has continued to expand each year. Currently, athletics, student clubs, student government, and enrichment courses represent the majority of co-curricular and extra-curricular opportunities offered. All co-curricular and extra-curricular activities and programs offered at MWA have clear connections to MWA's Core Values and/or academic standards, with student voice, self-advocacy, and a student-centered approach creating the foundation for these activities.

Areas for growth for Student Support Services include providing additional forms of and access to counseling or personal socio-emotional support. As MWA has transitioned towards offering in-house counseling and academic intervention support over the past two years, continuing to develop these structures will continue to positively benefit the school community by increasing student engagement and connection, as well as developing staff capacity and collaboration.

Given that MWA's spectrum of course offerings is not as diverse as other high schools due to its program size, it will continue to be important for MWA to offer adequate support and placement to students that struggle with the Core Curriculum, or that have been identified as having additional learning needs. MWA does not currently utilize individualized learning plans, and could incorporate individual academic pathways and support services into such a program to increase differentiated student support. MWA also needs to develop its GATE program to ensure that advanced learning opportunities exist for students in the classroom and beyond. MWA should also continue to emphasize differentiated instruction and curricular relevancy to support student engagement with coursework and classroom activities.

Lastly, an additional area of growth noted throughout the process of analyzing Culture Criterion E3 and E4 is the need for regular feedback loops incorporated school-wide to evaluate the effectiveness, participation, and core alignment of academic intervention services, support services, and extra- and co-curricular activities with student engagement, student needs, academic standards and ESLRs. Feedback from all key stakeholders- parents, students, faculty and staff, should be sought regularly and used to make key decisions regarding the shape and extent of support services and school activities.

Chapter V: Schoolwide Action Plan

1. **Establish systematic cyclical reviews of programs and practices to assess effectiveness, and develop protocols** that ensure the process of evaluation and implementation is closed-loop and transparent. The protocols, to be used in all areas examined—instruction, curriculum, culture, assessment, and governance—would provide for:
 - Data collection (derived from assessment and/or stakeholder input)
 - Critical analysis (vertical/horizontal)
 - Action/implementation (adaptive and/or reinforcing)

Structured feedback loops and expectations for various types of progress monitoring would include details for how decisions are made; what data will be used to measure progress against goals; how clear, frequent updates to students, parents, faculty, and administrators will be implemented and monitored; and which explicit feedback tools will be used (matrix, schedule, etc.). This informed decision-making is intended to strengthen program and process across all facets of the Academy

2. **Focus on English Language Development** for all students by implementing EL Achieve/Systemic ELD and its ideological framework, instructional strategies and curriculum in order to meet Critical Learner Needs, exit Program Improvement, and raise achievement for all students in all subject areas
3. **Prioritize the development of the 21st Century Learner** by supporting, through professional development and collaboration, teacher progress towards implementing:
 - Common Core standards
 - Technology-based instruction
 - Tech-based formative and summative assessments, such as SBAC

To further support the cultivation of competent global citizens, develop vertically aligned programs between the Middle School and Upper School that differentiate along a continuum of learners and talents (e.g. ELL, GATE, Special Ed) and also allow for learning in areas beyond the academic program, both in the classroom and the school as a whole.

4. **Create more opportunities for students to engage in broad, frequent, engaging learning activities** in the community and larger society in order to build our students' capacity for success beyond high school. These hands-on experiences would include:
 - Study trips and volunteer opportunities off campus designed to give students access to diverse peer group interactions
 - Study trips and internships designed to build and reinforce knowledge about college and career pathways
 - Project-based activities designed to emphasize presentation skills, creative use of technology and vertical skill alignment