

Next Wave Full Circle

Margaret DePasquale Green, Principal

Jack Haverty, Assistant Principal/Special Education Dept. Head

Mission Statement

Next Wave / Full Circle is a tight-knit school community for students who have experienced academic setbacks and benefit from a personalized approach to learning. In order to meet the needs of our students we emphasize: Trusting Relationships, Authentic Learning Experiences, Growth Mindset and Student Voice and Choice, as essential components in our daily work. Our students graduate with the skill set needed to adapt to challenges and lead meaningful and productive lives.

Resilience

Empathy

Responsibility

Collaboration

Excellence



Design Priorities

- Demonstrates achievement of competencies embedded in project based learning
- Centers experiences and perspectives of students to develop personalized pathways
- Draws upon trusting relationships to strengthen student social emotional growth.

Instructional Vision

- Engage in a competency-based learning system.
- Create personalized pathways to graduation and beyond
- Participate in project based learning
- Provide opportunities to expand emotional intelligence by integrating social emotional learning.

Transformative Learning / PBL

- Project Based Learning
- Exhibition
- Community partners & guest speakers
- Double Wow

Competencies

- Argue
- Discern
- Investigate
- Innovate
- Connect



Redesign Work

2016 – 2018 Research & Intro to Competencies

- Summer Institutes
- ILT Professional Development
- CCE Partnership

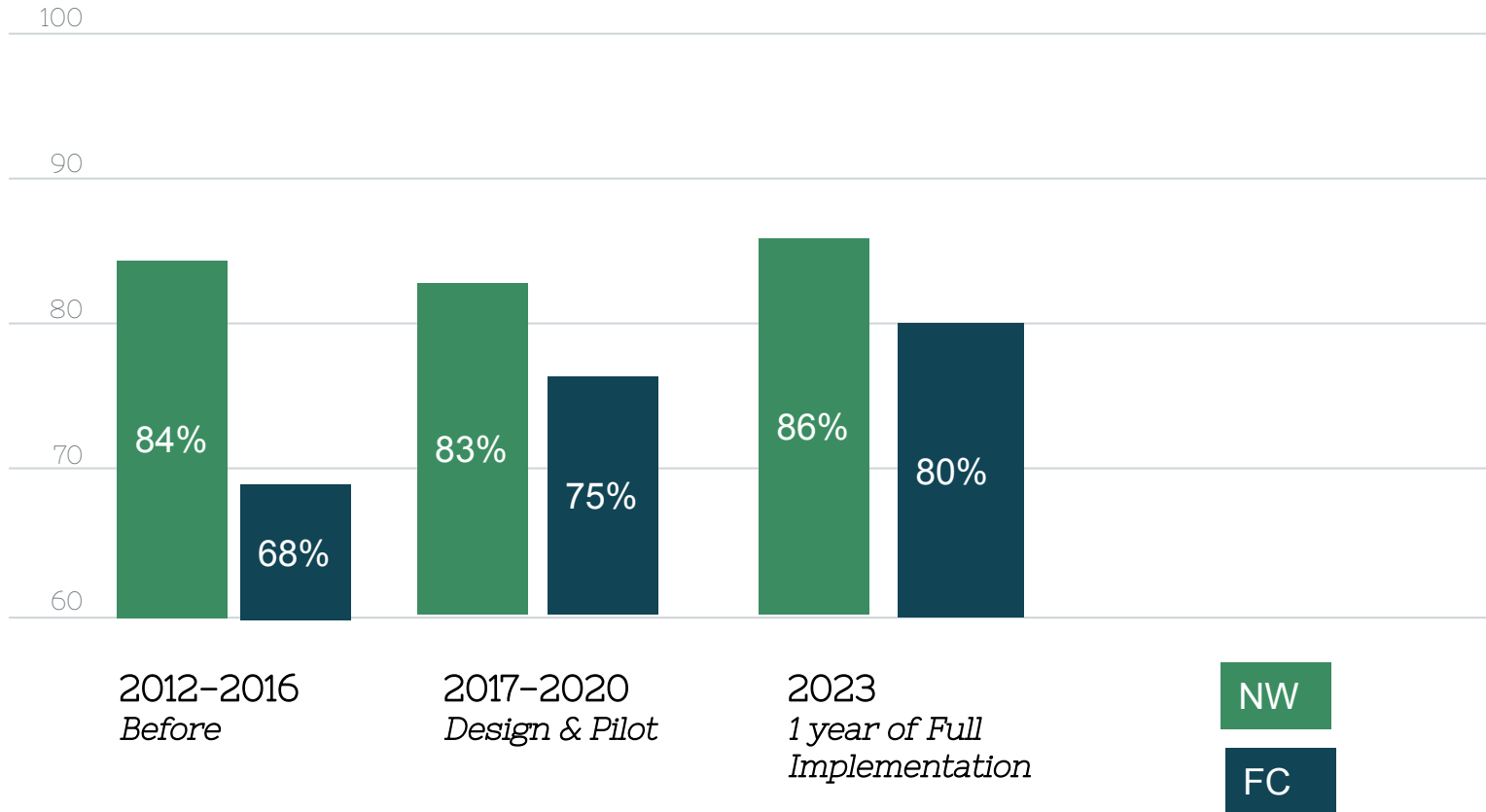
2018 – 2021 Development & Pilot of Competencies & PBL

- Develop Competencies with Barr/Springpoint Support
- Pilot PBL classes
- CB grading pilot

2021 – 2023 Full Implementation

- All classes align to at least 2 competencies
- All students engage in at least 2 PBL courses each quarter
- All classes use CB grading

Next Wave & Full Circle Attendance Percentages





Years at NWFC

Year	<1	1-2	2-3	3-4	4-5	5+
Total	31	20	15	5	4	5
Percent	39	25	19	6	5	6

64% of students have been enrolled in NWFC for fewer than 2 years

2023

2025

School Improvement Focus Areas

Equity · Academic · Social Emotional

Equity

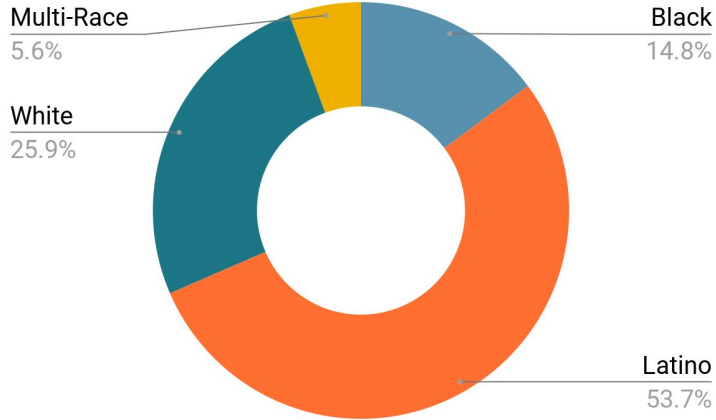
61

Full Circle Students Enrolled | March 2023 | Next Wave Students Enrolled

20

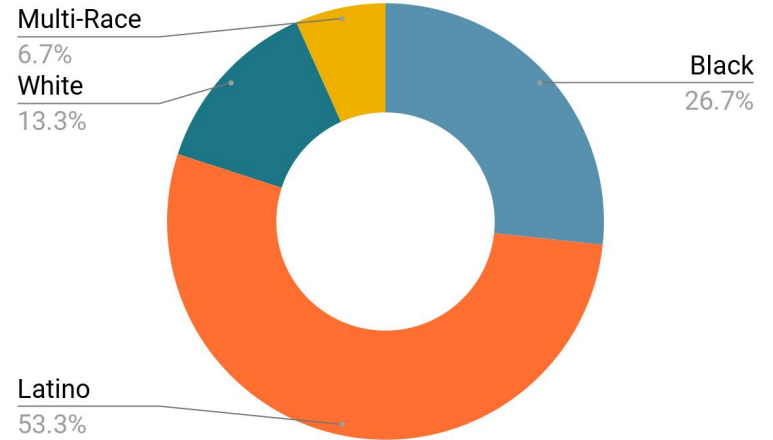
18%
English Learners

77%
Special Education



15%
English Learners

95%
Special Education





Equity Focus

English Language Learners:

- The number of students needing EL supports increased by 100% during 2022 school year . This increased again by another 50%
 - Full time EL teacher is needed to meet the needs of the growing population

Career Technical Education:

- Develop a system for Full Circle students to access the appropriate CTE course. Currently 0 students are enrolled in a CTE course (*prior to pandemic 5 FC students were enrolled in a CTE course*)



Equity Goal

English Language Learners:

- Goal 1: By June 2025 we will have increased the number of ELL students to match the district ELL population and have the personnel to match the needs.

Career Technical Education:

- Goal 1: By June 2024 we will have at least 4 Full Circle students enrolled in a CTE program. By June 2025 increase CTE enrollment to match the SHS percentage.

Academic

Competency-Based Instruction

Survey Item	School Average Rating
My teachers give me multiple chances to meet the expectations for an assignment.	3.5
My teachers give me multiple chances within a project or unit to show that I've mastered a skill.	3.6
My teachers give me feedback (written or verbal) on my work that helps me improve my work.	3.7
My teachers share examples of student work for each major assignment to help me understand the expectations.	3.3
My teachers use similar language words or terms when they give me feedback (written or verbal) on my work.	3.7
My teachers let me know how my work will be assessed or graded for each major assignment.	3.5

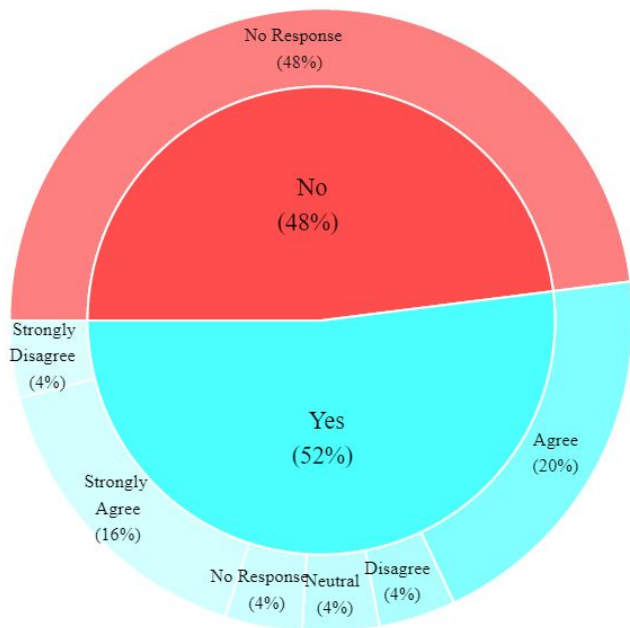
1= Never
2= Seldom
3 = Sometimes
4= Often
5 = Always

Academic Rigor

Survey Item	School Average Rating
Major assignments challenge me to do my very best work.	3.2
Major assignments in my classes require multiple drafts so I can make my final product clearer.	3
Major assignments in my classes require multiple drafts so I can strengthen my argument.	2.9
Most assignments require me to provide evidence AND explain why the evidence matters.	3.6
Most assignments focus on a question that lacks an obvious answer.	2.8
Most assignments require me to do more than simply memorize things or look up facts or formulas.	3.3
Most assignments expose me to new ideas and perspectives.	3.3

1= None
2= A few
3 = About Half
4= Most
5 = All

I have created a written postsecondary plan that describes what I will do after I graduate from high school: I believe I can achieve this plan:



► Item by Grade & Student Group

Goal Setting

Survey Item	School Average Rating
I know the areas in which I need to improve to meet my goals.	3.7
I know whether or not I am on track to meet my goals.	3.4
I know the steps I need to take to accomplish my goals.	3.6
I set goals for my performance in school.	3.3

► Item by Grade & Student Group

Growth Mindset

Survey Item	School Average Rating
I can become smarter by challenging myself.	3.5
I can do well in a subject even if I am not naturally good at it.	3.7
I can increase my intelligence with hard work.	3.4

1= Not At All True
 2 = A Little True
 3= Somewhat True
 4 = Mostly True
 5= Completely True



Academic Focus

Focus on using feedback to improve student achievement & increase student independence

- Using a variety of feedback styles, students will be able to use the feedback to edit and improve their work

Increase student independence and ownership of the learning process.

- All teachers will present clear and consistent rubrics utilized in classes
- Students will present final projects each quarter to demonstrate their mastery of the competencies and receive authentic feedback.

DRAFT Competency Grading

Scoring Rules: Preponderance of Evidence, Growth Pattern, Most Recent Assignments, Attendance (4 exceeds, 3 meets, 2 approaches, 1 does not meet/missing)

Attainment	Assignment/ Score	Assignment/ Score	Assignment/ Score	Assignment/ Score	Assignment/ Score	Assignment/ Score	Final Score:
Argue - Claim	Analyzing Dystopian Art 1/4	Analyzing Movie Clips 2/4	Analyzing Soft Rains 3/4	Analyzing Valedictorian 2/4	Analyzing Ready Player 1 3/4	Analyzing a Peer's Story 3/4	3
Argue - Evidence	Analyzing Dystopian Art 1/4	Analyzing Movie Clips 2/4	Analyzing Soft Rains 2/4	Analyzing Valedictorian 2/4	Analyzing Ready Player 1 3/4	Analyzing a Peer's Story 2/4	2
Connect - Collaboration	Analyzing Dystopian Art 1/4	Analyzing Movie Clips 2/4	Analyzing Soft Rains 3/4	Analyzing Valedictorian 3/4	Analyzing Ready Player 1 3/4	Analyzing a Peer's Story 4/4	3
						Attendance: 30/45 = 67%	2.5 Grade for the unit = C+

Average

- 4 = exceeding expectations
- 3 = meeting expectations
- 2 = approaching expectations
- 1 = not submitted, not meeting expectations

Process: [Link to NWFC 2020-21 Competencies](#)

PPL Feedback

Strategy: Scaffolding Towards Independence

Praise	<ul style="list-style-type: none">● Precise – Not just “good job” but instead “This topic sentence is really good because it takes a clear position.”● Names the impact – “Wow, this is the type of topic sentence you can use in college or a job.” Or . . . “Wow, now you are set up to write a strong paragraph.)● Authentic, effusive – make eye contact, dial up your enthusiasm.
Prompt	<ul style="list-style-type: none">● <u>Specific and actionable</u> – Not just “keep working on this” but instead “You need to rewrite the second half of your topic sentence to better align to your evidence.”● <u>Observable</u> – The teacher should be able to come back and see how the student’s thinking/work has changed.
Leave	<ul style="list-style-type: none">● Specify a timeline: “I’ll be back in 2 minutes to check this.”● Leave scan from a distance and narrate.● Return to check the work.

Showcase Feedback Rubric

Expression	I can express my ideas, thoughts and emotions to influence/inspire NWFC and the larger community	I can express my ideas, thoughts and emotions to interact appropriately within NWFC and the larger community	I can express my ideas, thoughts and emotions within the NWFC community
------------	--	--	---

	Exceeding	Meeting	Approaching	Beginning
Student communicated project goal clearly				
Student was Organized, presentation was Easy to Follow				
Student showed Knowledge/understanding of topic				
Student spoke clearly				
Student's Visual enhanced presentation				
Student engaged the audience				

Academic Case Conferences

Every 5 weeks student meet with Teacher/Counselor to review progress in classes [blank template](#)

- Check - In
- Reflection On:
 - Classes
 - Performance
 - Attendance
 - Competencies
- Goal Setting
 - Pick one of your academic classes you would like to improve on:
 - What is one thing you can do that would have a large positive impact in the next couple weeks?
 - When will you have it done?
 - Who will help you with this task?
 - What can you do if you are feeling stuck?



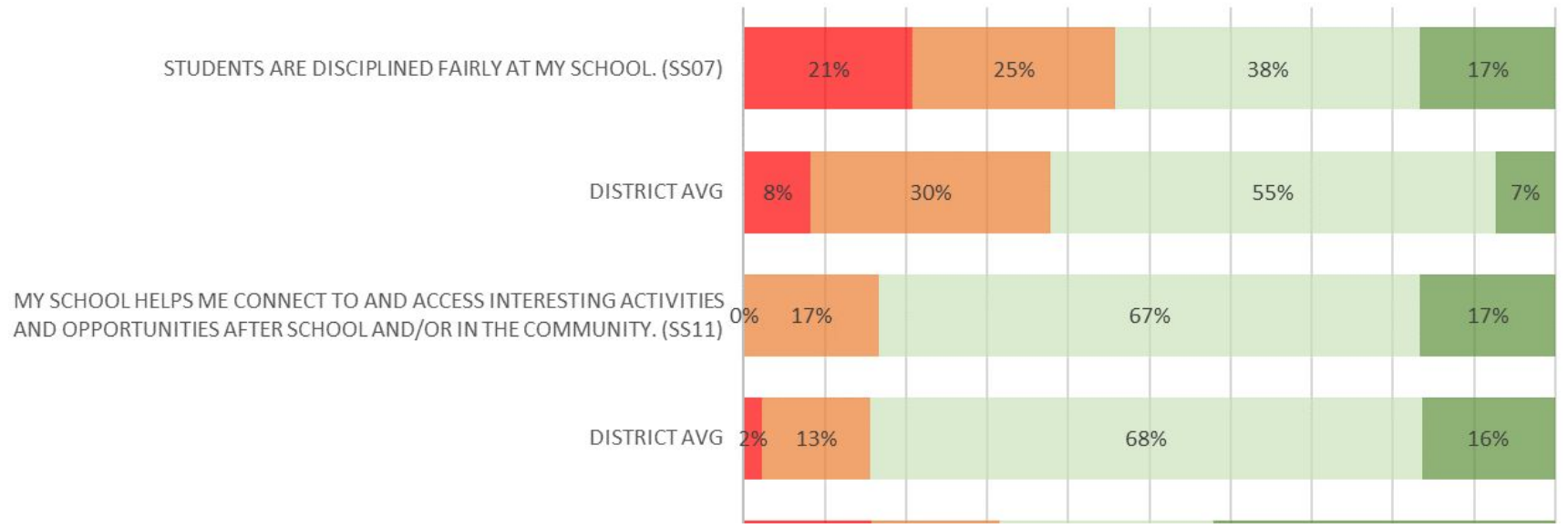
Academic Goals

- Goal 1: By June 2025, 80% of students will demonstrate a clear understanding of the competency-based grading system, as measured by student reflections on their work obtained through teacher generated surveys, post-project completion discussions and academic case conferencing
- Goal 2: by June 2025, 80% of Full Circle students will have a post-secondary plan outlining clear goals developed and track with the guidance counselor.

Social Emotional Learning

■ Strongly Disagree
 ■ Disagree
 ■ Agree
 ■ Strongly Agree

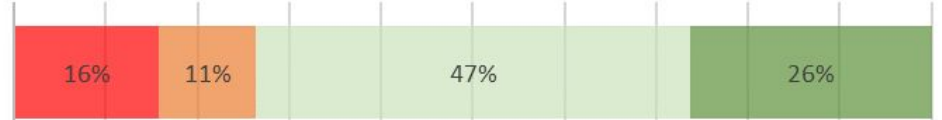
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



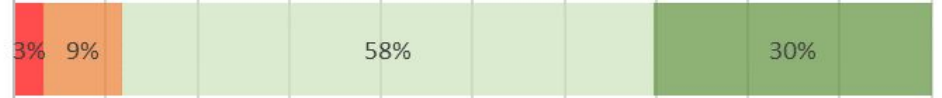
Strongly Disagree Disagree Agree Strongly Agree

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

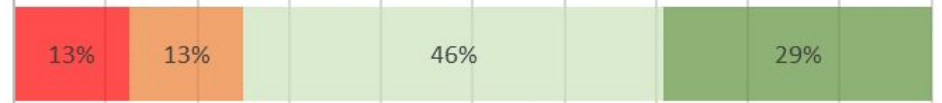
I WORK WELL WITH OTHER STUDENTS, INCLUDING STUDENTS WHO ARE DIFFERENT THAN ME. (SE03)



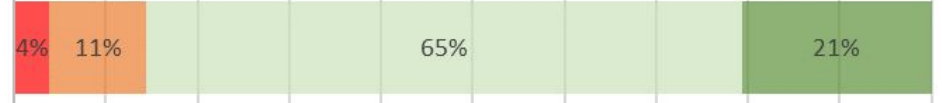
DISTRICT AVG



WHEN I GET SOMETHING WRONG, OR MAKE A MISTAKE, I REVIEW MY WORK TO UNDERSTAND WHY. (SE04)



DISTRICT AVG





Social Emotional Focus

Foster a school climate where student learning and personal growth can flourish.

- Restorative Justice training and implementation
 - School based and district mediation program
- Go beyond surveys – providing various opportunities to collect student voice and review data
- Explicit instruction & regular celebrations around our 5 Core Values: Empathy, Resilience, Collaboration, Responsibility, Excellence



Social Emotional Goals

Foster a school climate where student learning and personal growth can flourish.

- Goal 1: By June 2025 100% Teachers & Counselors will have participated in a restorative justice training
- Goal 2: By June 2025 100% of Teachers will use at least one form of student voice data to inform their practices.

Student Voice

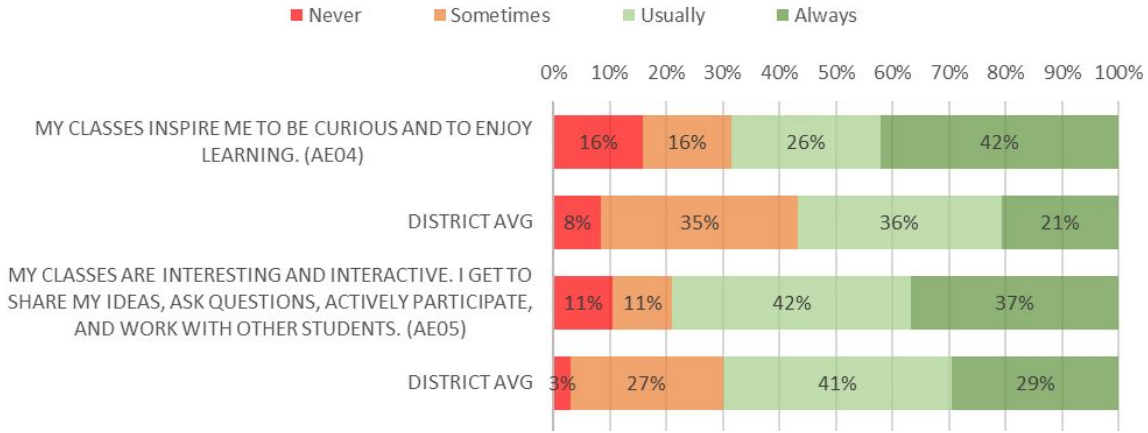


I keep trying even when the work is hard:

58% Always, 11% Usually

My teacher understands my family's unique strengths and interests and uses that information to support me:

71% Agree, 13% Strongly Agree



If I struggle or have a problem I know I can get the help I need at school:
53% Always, 16% Usually

50th Anniversary

1973 – 2023

May 18th Celebration

