Organizational Priority Planning Framework | PAVE | SCHOOLS THAT CAN MILWAUKEE

Junior Academy - Milwaukee Academy of Science 2020-2021 Priorities Overview

Mission:

The mission of the Milwaukee Academy of Science, an exemplary leader in STEM education, is to graduate urban students prepared to compete successfully at the post-secondary level. (District Mission)

The Milwaukee Academy of Science Junior Academy Team is dedicated to setting and maintaining high academic expectations within both virtual and in-person environments for our scholars. We will use online skills, tools, and resources as a means to enrich learning and strengthen student understanding and success. Our team is passionately committed to fostering the social and emotional development of our scholars through demonstrating positive choices, empathy, and grit. (Junior Academy Vision Statement)

Principles/Values: **Be Safe Be Respectful Be Responsible**

SY20 Priorities:
- Priority 1: High Academic Expectations
- Priority 2: Individualized Student & Family Support
- Priority 3: Instructional Coaching & Staff Support
- Priority 4: Learning Differentiation

Organizational Priorities Rationale and Alignment to Mission/Vision
(How do these Priorities connect to your Mission/Vision?)

Priority 1

This priority is directly focused on preparing our scholars to compete successfully at a post-secondary level. Due to the pandemic and school shutdown, the need for addressing missed instructional time and learning is imperative. Teachers and staff will be responsible for closing the gaps caused by unfinished learning and teaching. As a result, students should demonstrate 1.5 years of academic growth and all classrooms will be implementing curriculum that is at or above grade-level.

Priority 2

With the concept of our scholar's and their family's social and emotional health being explicitly referenced in the mission it is imperative that we take a structured approach at supporting people as individuals. Creating a personal connection between families and the school will increase communication, improve student engagement, and foster relationships that emphasize learning.

Priority 3

In order to ensure that the Junior Academy teaching staff is using best practice and facilitating high-quality learning environments we must prioritize the coaching process. Supporting staff, holding regular observations and coaching meetings, and establishing smoothly functioning Professional Learning Communities will help promote collaboration and teacher growth.

Priority 4

The Junior Academy scholars that we serve represent a wide range of different kinds of learners. In order to meet the specific needs of each and every one of our scholars we must make a conscientious effort to differentiate instructional practice and learning opportunities that can support the needs of students as well as push learning to greater heights.

Core Student Outcomes
(How will you know that you have "won" your priorities based off of <u>student actions</u>)

Priority 1 Student performance and growth on end-of-year state assessments will demonstrate that learning happened despite the pandemic/learning virtually. Content specific exit tickets will demonstrate a pattern of student growth between the Fall into the Spring.

Priority 2 Student growth and success will still be achieved despite the global pandemic. Students will feel like they are part of a school community that supports them as individuals and values them as unique human beings. Parents and families will walk away from the school

year feeling satisfied with the product, and have a sense of connection and teamwork with the JA staff. Parent/scholar engagement and use of communication tools (dojo, email, google classroom) will be qualitatively determined based on teacher/staff referral.

Priority 3 Staff will feel like the coaching cycles they engaged in throughout the year were high-leverage and benefited them to the point that they are better teachers at the end of the year than they were in the beginning. Teacher leaders will feel like they've increased their management skills capacity and have gained confidence on how to observe, plan action steps, and provide feedback. Quarterly staff surveys geared towards determining the quality of feedback/coaching they are getting will demonstrate success with this priority as well.

Priority 4 Students of all academic abilities will either show growth or maintain their proficiency levels. Throughout the course of the year the number of students with Ds or Fs in classes will decline. Learning differentiation strategies will be clearly visible in all classrooms across all grade levels.

Key Team Indicators (How will you know that the you have "won" your priorities based off the timeline)					
Priority	**Indicator**	**Marking Period 1**	**Marking Period 2**	**Marking Period 3**	**Marking Period 4**
#1	Assessment/Unit Development	All staff familiar with their content specific assessment planning tool	Summative assessments aligned to standards	All units/summative assessments are aligned to standards and feature DOK level 2 or higher questions	All units/summative assessments are aligned to standards and feature DOK level 2 or higher questions AND mirror MAP, Forward, and ACT aspire questions
#2	Parent Communication Tracker/Conference Log	All parents have received 4 communications	All parents have received at least 8 parent communications/100% of parents have had at least 1	ll parents have received at least 12 parent communications/100% of parents have had at least 2	ll parents have received at least 16 parent communications/100% of parents have had at least 3 conferences

			conference	conferences	
#2	Attendance	Internal grade-level attendance trackers will provide an overview of attendance numbers	95% or more of JA students will be at attendance rates of 90% or higher	95% or more of JA students will be at attendance rates of 90% or higher	95% or more of JA students will be at attendance rates of 90% or higher
#3	Coaching Tracker	All instructional staff members will have at least 4 observations/planning meeting cycles	All instructional staff members will have at least 8 observations/planning meeting cycles	All instructional staff members will have at least 12 observations/planning meeting cycles	All instructional staff members will have at least 16 observations/planning meeting cycles
#4	Lesson Plans/Teacher Observations	Teachers will consciously think about how they can differentiate lessons for RTI groups	Teachers will utilize the differentiation section on the lesson plan templates	All instructional staff can be observed implementing differentiated lessons for RTI classes	All instructional staff can be observed implementing differentiated lessons for Sync and RTI classes
#3	Quarterly Staff Surveys	Staff will complete and engage in the Fall staff survey	Feedback will be implemented based off the Fall Results Staff will complete and engage in the Winter staff survey	Feedback will be implemented based off the Winter Results Staff will complete and engage in the Winter staff survey	Feedback will be implemented based off the Spring Results
#2	Quarterly Student/ Parent	Parents & students	Feedback will be	Feedback will be	Feedback will be

	Survey	will complete a Fall survey to gauge their satisfaction with the virtual learning model and to garner suggestions for academy-wide improvement	implemented based on Fall results Parents & students will complete a Winter survey to gauge their satisfaction with the virtual learning model and to garner suggestions for academy-wide improvement	implemented based on Winter results Parents & students will complete a Spring survey to gauge their satisfaction with the virtual learning model and to garner suggestions for academy-wide improvement	implemented based on Spring results

Organizational Priority Planning Framework

PAVE · SCHOOLS THAT CAN MILWAUKEE

	Student Achievement Measures (Measurable student learning goals that will support monitoring priority progress)		
Priority	**Measure**	**Semester 1 Goals**	**Semester 2 Goals**
#1	Benchmark on Math/ELA Map Test	40% of students will show growth on the ELA/Math MAP test from the previous year	50% of scholars at benchmark on both the Math & ELA MAP test
#2	Attendance	The number of students below 90% attendance will be below 13%	The number of students below 90% attendance will be below 10%
#3	Teacher Action Step Implementation	80% of teachers when observed are implementing action steps provided by their coaches	100% of teachers when observed are implementing action steps provided by their coaches
#4	SPED Student Achievement/Engagement	Students with IEPs will finish semester 1 with one of fewer Fs and Ds

80% of students with IEPs will have 90% or better attendance for all RTI classes | Students with IEPs will finish semester 2 with zero Fs and Ds

100% of students with IEPs will have 90% or better attendance for all RTI classes |

Organizational Priority Planning Framework | PAVE | SCHOOLS THAT CAN MILWAUKEE

Priority Communication and Action Planning (What will communication and action steps look like to support your priorities)		
Priority 1: High Academic Achievement		
Communication Strategy **Annually: Mission/Vision PD,** **Quarterly: School-Wide PD** **Monthly: Wednesday Academy Meetings**		
Key Leader Action	**Person Responsible**	**Timeline/Milestone**
PD Development	Rooney/Schoonover	
Assessment/Standards Alignment	Department Leads, Rooney/Schoonover	
Data Analysis	Whole JA Staff	

Priority Communication and Action Planning Continued (What will communication and action steps look like to support your priorities)		
Priority 2 Parent Communication & Support		
Communication Strategy **Annually: Community Events; Registration;** **Quarterly: Conferences, Progress/Report Cards, Parent/Scholar Surveys** **Monthly: Bi-Weekly Parent Contacts; Blast Messaging**		
Key Leader Action	**Person Responsible**	**Timeline/Milestone**
Monitoring/Maintenance of Call Logs	Grade Level Chairs	
Updates/Info Messages to Parents/Families	Rooney	
Weekly Shoutout/Update Videos	Fields	
Technology Assistance	Rooney	

Organizational Priority Planning Framework | PAVE | SCHOOLS THAT CAN MILWAUKEE

Priority Communication and Action Planning Continued (What will communication and action steps look like to support your priorities)		
Priority 3 Coaching & Staff Support		
Communication Strategy		
Annually: Summer PD; End-of-year Evaluation **Quarterly: Staff Surveys & Forced Fun** **Monthly: Bi-weekly Coaching Cycles**		
Key Leader Action	**Person Responsible**	**Timeline/Milestone**
Staff Observations/Planning Meetings	Rooney/Schoonover/Dept Leads (When applicable)	
Staff Surveys	Rooney/Schoonover	
Forced Fun	Rooney/Schoonover	
Summer PD Development	Rooney/Schoonover/Fields/District Office	

Priority Communication and Action Planning Continued (What will communication and action steps look like to support your priorities)		
Priority 4 Differentiation		
Communication Strategy **Annually: Development of RTI Groups (By ability level)** **Quarterly: Revision of RTI Groups based on teacher referral** **Monthly: Lesson Planning; daily RTI lessons**		
Key Leader Action	**Person Responsible**	**Timeline/Milestone**
Beginning of Year RTI Group Development	Rooney/Schoonover	
RTI Group Revision	Content Teachers	
RTI Differentiation Lesson Planning	Content Teachers/SPED Team	

Organizational Priority Planning Framework

PAVE | SCHOOLS THAT CAN MILWAUKEE

Professional Development Planning (What will your PD look like, in relation to these priorities)			
Month	**Meeting** (GLM, after school PD, full day PD)	**Topic**	**Lead**
October	Content Teams Grade-Levels PBIS	Assessment Tool Roll-Out Attendance Protocol Continuous Improvement	Rooney/Schoonover/Soika
November	Content Teams	Standards Aligned Assessments	Rooney/Schoonover/Dept Leads