

Organizational Priority Planning Framework



High School 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.

- MAS High School is committed to the delivery of equitable, engaging, differentiated, student-driven and application-based learning opportunities in virtual or brick and mortar settings.
- Students will grow into critical thinking, problem solving, lifetime learners who are highly capable of competing in the STEAM fields at the post-secondary and professional levels.
- We will collaborate with colleagues and partners to ensure our learning community achieves success and ensures the social and emotional needs of students and families are met. We will equip our students with the abilities to continually grow and adapt.

Principles/Values:

- **Core Values:** Respect, Growth, Consistency, Grit, Positive Culture
- **PBIS Values:** Be Safe, Be Respectful Be Responsible

SY20 Priorities:

- **Priority 1:** Continuous Improvement Framework
- **Priority 2:** Standards-Aligned Virtual Instruction
- **Priority 3:** Staff & Student Accountability

Organizational Priorities Rationale and Alignment (How do these Priorities connect to you Mission, Principles/Value)

Priority 1: Continuous Improvement Framework

Continuous Improvement presents a framework that envelops the schools current work around standards and data driven instruction. It provides a pathway that will push the teachers' practice and increasingly involve students in monitoring and analyzing their achievement and growth as well as the instructional strategies that support their learning.

Priority 2: Standards-Aligned Virtual Instruction

Standards-Aligned Virtual Instruction provides equitable learning opportunities for all students as we strive to reach each individual learner. Teaching aligned to at-grade-level standards prepares students to succeed upon graduation and prevents them from falling further behind academically. Teachers should teach to the grade level they teach while supplementing previous grade level standards as opposed to focusing on them and regardless of the method of communication.

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Priority 3: Staff & Student Accountability

To realize our full vision and mission as a school, staff and students must embrace the notion that every single minute matters and that each small decision made leads to greater, collective success. Staff -- starting with but not limited to administration -- need to ensure the expectations set for other staff and students are upheld as we continue driving toward our mission.

Core Student Outcomes

(How will you know that you have “won” your priorities based off of student actions)

Priority 1: Continuous Improvement Framework

Continuous Improvement shifts the ratio of progress monitoring and engagement with academic feedback from the teacher to the students. The students become aware of the grade level expectations and learning outcomes. They also become aware of their progress towards meeting those outcomes. The students would be able to identify the specific academic behaviors and skills they need to attend to, order to meet those expectations.

Priority 2: Standards-Aligned Virtual Instruction

Students will be able to demonstrate -- in-person or virtually -- a clear understanding of the content and skills they are learning and be able to articulate their progress toward overall classroom goals. Teachers will make their unit standards and day-to-day objectives clear to students. Teachers will plan accordingly, attending to the language of the standards, and match the grade-level rigor of the standard. Observers will be able to immediately tell what standard the teacher is focused on and how that objective ties to that standard.

Priority 3: Staff & Student Accountability

Students will follow all school-wide expectations, and when they are not doing so, they will understand what follow up or consequence they will receive and why. Teachers will hold students to all school-wide and classroom expectations and will immediately address students who are not fulfilling those expectations. Observers will provide feedback to teachers and students and will address staff members who are not holding themselves or their students to the school-wide expectations.

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Key Team Indicators (How will you know that you have “won” your priorities based off the timeline)

Priority	Indicator	Trimester 1	Trimester 2	Trimester 3
Continuous Improvement	100% of teachers will place in Stage 3 on Standards for CI Proficiency Levels	*Indicators are annual based on details in column 2.		
Continuous Improvement	100% of teachers will have data displayed measuring progress toward goals. Teacher refers to and shares the results with students.			
Continuous Improvement	100% of teachers will implement the Plan/Do/Study/Act Cycle within their content areas.			
Standards-Aligned Instruction	100% of teachers will align all daily lessons to a grade-level standard as indicated in weekly plans and/or student materials			
Standards-Aligned Instruction	100% of teachers will communicate the grade-level standard aligned to their daily objective			
Standards-Aligned Instruction	100% of students will be able to articulate the objective for the lesson and how it aligns to their current unit and/or focus standard			
Staff & Student Accountability	100% of staff will complete assigned action items on time and/or will be addressed when a deadline is missed			
Staff & Student Accountability	100% of students will follow schoolwide expectations and/or all infractions will be			

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	addressed			
Staff & Student Accountability	100% of staff will communicate and address barriers to student achievement			

Student Achievement Measures (Measurable student learning goals that will support monitoring priority progress)			
Priority	Measure	Trimester 1 Goals	Trimester 2 Goals
Continuous Improvement	Adequate credits to move from 9th to 10th grade	75% of 9th grade students will be on track to acquire enough credits to move on to 10th grade	90% of 9th grade students will acquire enough credits to move on to 10th grade
	Adequate credits to move from 10th to 11th grade	75% of 10th grade students will be on track to acquire enough credits to move on to 11th grade	90% of 10th grade students will acquire enough credits to move on to 11th grade
	Graduation rate (DPI)	100% of 12th grade students will be on track to graduate in May	100% of 12th grade students will graduate in May
Standards-Aligned Instruction	ACT Aspire: % 10th graders below the composite benchmark in 9th grade but progressed at least one point in 10th grade	40% of 10th grade students who were below benchmark in 9th grade will progress at least one point by the end of Trimester 1	70% of 10th grade students who were below benchmark in 9th grade will progress at least one point by the end of Trimester 1
	ACT Aspire English: % of 9th and 10th grade students at or above benchmark	40% of students will be on track to hit benchmark on ACT Aspire English	60% of students will hit benchmark on ACT Aspire English
	ACT Aspire Math: % of 9th and 10th grade students at or above benchmark	20% of students will be on track to hit benchmark on ACT Aspire Math	40% of students will hit benchmark on ACT Aspire Math

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<p>Staff & Student Accountability</p>	<p>Parent Communication Tracker</p>	<p>100% of families will receive bi-weekly communication from a staff member. 100% of culture infractions will be logged in the infraction tracker 100% of teachers will complete sub-70 phone calls bi-weekly</p>	<p>100% of families will receive bi-weekly communication from a staff member.</p>
	<p>Educator Effectiveness Rubric</p>	<p>100% of teachers will be at proficient or distinguished in the professionalism category of the Educator Effectiveness Rubric.</p>	<p>100% of teachers will be at proficient or distinguished in the professionalism category of the Educator Effectiveness Rubric.</p>

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Priority Communication and Action Planning (What will communication and action steps look like to support your priorities)

Priority 1: Continuous Improvement
Owner: Schwab

Communication Strategy

Annually: CI Roll Out
Quarterly: Subsequent PD on in-service days
Monthly: PLCs, Walkthrough Feedback

Key Leader Action	Person Responsible	Timeline/Milestone
The principal and CAO will complete collaborative CI Walkthroughs, both in-person and virtually.	Schalmo/Schwab	Monthly
The principal and SPED director will facilitate CI PLC meetings within the department during SPED department meetings	Schalmo/Morris	Monthly

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Priority Communication and Action Planning Continued (What will communication and action steps look like to support your priorities)

Priority 2: Standards-Aligned Virtual Instruction
Owner: Schalmo

Communication Strategy

Annually: Standard-Aligned Instruction PD Rollout
Quarterly: PD Sessions
Monthly: Walkthroughs, Observations, Feedback

Key Leader Action	Person Responsible	Timeline/Milestone
Implement standards aligned curriculum for math and ELA	Schalmo/Schwab	Monthly Checks
Principal and CAO will complete walkthroughs to observe for evidence of standards-aligned instruction using protocol from Standards Institute	Schalmo/Schwab	Monthly
Provide feedback for next steps on how to align instruction to grade-level standards	Schalmo/Troilo	Biweekly
Evaluate implementation of weekly standards-aligned mini-lessons as a result of interim assessments	Schalmo/Troilo	Weekly
Complete stack audit of student work to assess level tasks are aligned to standards and students are producing work in alignment with those standards	Schalmo/Troilo	Academy Meetings

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Priority Communication and Action Planning Continued (What will communication and action steps look like to support your priorities)

Priority 3: Staff & Student Accountability
Owner: Schalmo

Communication Strategy

Annually: Big List review at PD, staff professional norms review at PD

Quarterly: Roll out infraction data to staff (PBIS)

Monthly: Parent Communication Tracker

Key Leader Action	Person Responsible	Timeline/Milestone
Create and monitor Parent Communication Tracker.	Schalmo	Bi-weekly

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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	Objective/Outcome
August	All-Staff PD	CI	Schwab	Staff will understand components of CI and implement in their classrooms
August	8/18 Afternoon	Standards-Aligned Instruction	Schalmo/Troilo	Standards-Aligned Institute Equity Framing Attend to Language
August	8/13 Morning	Staff Professional Norms	Schalmo	Staff will common definition of accountability Staff will understand deadlines Staff will know protocols for tracking attendance, processing withdrawals, etc.
August	8/19 Morning	Student expectations and consistency Big List - Tuesday	Schalmo	Big List - Teachers will know all systems, routines, procedures, teacher-handled issues (school-wide)