

Organizational Priority Planning Framework



Elementary 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.

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

As an elementary academy, our vision is to see each student as an individual, take an interest in each person, and tailor his/her educational experience to his/her individual needs.

SY21 Priorities:

- Priority 1- Small group/differentiated instruction and intervention system
- Priority 2 - Coaching paraprofessionals to support with and deliver instruction
- Priority 3 - Implement an SEL program that teaches students skills to self regulate

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

Priority 1

At the Milwaukee Academy of Science, we believe *every* child has the ability and deserves the opportunity to achieve at the highest levels. In order to ensure this happens, we must use instructional strategies that allow us to know the individuals in our classroom and align instruction to their needs. Pursuing this allows us to implement a tiered approach to instruction. Additionally, small group instruction requires collaboration and teamwork, and focusing on this work builds cohesion among the team. We also know that, in general, a smaller adult to student ratio is beneficial to student learning.

Priority 2

At the Milwaukee Academy of Science, we believe that each staff member plays a crucial role in the achievement of each student. Paraprofessionals have daily opportunities to support differentiated instruction among individuals and small groups of students in order to best meet each scholar's learning needs. Through coaching and feedback, paraprofessionals amplify the teachers' impacts.

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Priority 3

At MAS we desire for scholars to practice good citizenship. We develop good citizens by teaching scholars how to identify, process, self-regulate, and respond appropriately to their emotions. It is our belief that successful implementation of SEL curriculum can help address and various forms of inequity and empower both students and staff to co-create thriving schools and contribute to safe, healthy, and just communities.

Core Student Outcomes

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

Priority 1

Every student will receive daily instruction at his/her level. Teams (including paras and sped teachers) will work together to deliver differentiated instruction in small group breakouts. Weekly lesson plans will reflect student groupings based on ability level, and coaches will provide support and feedback on these groupings.

This will be measured through student engagement and participation in breakouts.

Priority 2

Every 1st-5th grade para will have a “caseload” of students in need of additional academic support, specific “what to do” instructional strategies, and a system for keeping records in conjunction with the content teacher for that grade level.

This will be measured by student progress and participation within each group.

Priority 3

All scholars will receive SEL instruction at minimum of 4 times per week. SEL lessons and activities will be implemented by teachers and paraprofessionals. The adopted Getting Along Together curriculum and have a three-pronged focus: students learn thinking and cognitive skills, emotional management, as well as interpersonal and social skills.

This will be measured via classroom observations, integration of common language in everyday discussion, points awarded to students via ClassDojo for using the SEL strategies.

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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
Small group/differentiated instruction/Intervention	100% of classrooms will deliver small group instruction to include guided reading in ELA and adult-led small math groups	*Goals for each marking period are in alignment with indicators in column 2.			
	100% of students will engage in at least one small-group session with the teacher or para per week.				
	100% of teachers (classroom and SPED) and paraprofessionals will record data and/or observations based on evidence of student learning during small group instruction and adjust instruction and student groupings accordingly				
Coaching paras to support and deliver instruction	All 1st-5th paraprofessionals will be involved in daily weekly planning of small group/differentiated instruction, to include student achievement data analysis				

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	All 1st-5th paraprofessionals will support instruction based on differentiated lesson plans to small groups/individual students				
	All 1st-5th paraprofessionals will support keeping records of whether or not student are making progress on a daily tracker				
SEL Curriculum Implementation	All scholars will receive SEL instruction at minimum of 4 times per week				
	Common language from SEL programming will be observed to be included in daily instruction				

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Student Achievement Measures (Measurable student learning goals that will support monitoring priority progress)

Priority	Measure	Semester 1 Goals	Semester 2 Goals
Small group/ differentiated instruction	Forward Assessment	N/A	20% of students will test at the proficient or advanced level on the Forward assessment
	MAP Assessment	N/A	75% of students will meet individual MAP reading goals 77% of students will meet individual MAP math goals
	PALS Assessment	N/A	100% of students in grades K4-2 will meet benchmarks on the spring PALS administration 100% of 2nd grade students who tested at the benchmark in 1st grade will maintain benchmark status
Coaching paras to support instruction	Forward Assessment	N/A	20% of students will test at the proficient or advanced level on the Forward assessment
	MAP Assessment	N/A	75% of students will meet individual MAP reading goals 77% of students will meet individual MAP math goals
	PALS Assessment	N/A	100% of students in grades K4-2 will

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			<p>meet benchmarks on the spring PALS administration</p> <p>100% of 2nd grade students who tested at the benchmark in 1st grade will maintain benchmark status</p>
SEL Implementation	Student Suspensions	The suspension rate will be less than 19%	The suspension rate will be less than 19%
	Student Attendance	Less than 13% of students will have below an 84.1% attendance rate	Less than 13% of students will have below an 84.1% attendance rate

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

Priority 1: Owner-Michael Beaudoin

Communication Strategy

Annually: Roll out of expectations, key indicators, and metrics for success

Quarterly:

Monthly: Progress on priority area metrics and key indicators

Key Leader Action	Person Responsible	Timeline/Milestone
ALL PRIORITY AREAS		
Report out on progress, plus/deltas across all academy priority areas in alignment with other stakeholder reports and dashboards	APs to principal	Weekly leadership Meetings
Report out on progress, plus/deltas across all academy priority areas in alignment with other stakeholder reports and dashboards	Principal to CAO	Weekly Meetings
Report out on progress, plus/deltas across all academy priority areas in alignment with other stakeholder reports and dashboards	CAO to CEO/Ed Committee	Every other month
Complete walkthroughs to inspect academy priority areas (Be sure to know what we are looking for and what we are doing with data and what the purpose of a walkthrough is)	Elementary leadership team	Every other week
Staff members not meeting expectations or not following policies will be reported and addressed	Principal lead with AP support	As needed

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PRIORITY #1 - SMALL GROUP INSTRUCTION		
Provide feedback on and participate in planning during coaching meetings around small group instruction	Coaches	Weekly
Small group instruction will be observed and action steps noted and shared	Coaches	Dependent on teacher (daily to monthly)
Meet with coaches weekly to check in on progress made with teachers and prioritize classrooms needing support	Assistant Principal of Academics	Weekly
Walkthroughs will be completed to observe small group instruction across the academy	AP of academics and coaches	Weekly
Report classroom areas of concern or challenges	Coaches to AP of academics	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 and ongoing	PD	Delivering Small Group Instruction	Gruse, White, Wilsens (with support of Benchmark curriculum reps)	All staff will understand how to deliver small-group, differentiated instruction using the curricular programs and other supplemental programs and software
August and ongoing	PD	Utilizing paras to support small group/differentiated instruction	Beaudoin	Teachers and paras will understand expectations around supporting small group/differentiated instruction
				Staff will co-plan the first unit of instruction
August and ongoing	PD	SEL Implementation	Lynch	All staff will understand core components of SEL curriculum and how to implement with fidelity and consistency