

CSP Snapshot

The snapshot is an executive summary of your CSP. As you summarize the goals and strategies, please be concise and included parent-friendly language to inform and explain the school’s plan to stakeholders. Avoid using data that is not publicly available. Information provided in this section will be used to develop the CSP Snapshot that is posted to the DCPS website. As the public-facing version of the CSP is developed, content leads will use the information provided, however the language of the content may be edited to align with overall district guidance. As content is revised, principals will be provided with a draft to review before the public-facing document becomes final.

	<p style="text-align: center;">Vision and Outcomes <i>By the end of the year, what goals are you hoping to achieve? In the ideal state, what would you like to see as it relates to this domain?</i></p>	<p style="text-align: center;">What does it look like? <i>Briefly describe the strategies that support the work of achieving the vision/outcome in the previous column.</i></p>	<p style="text-align: center;">Why are we committed? <i>Reflect on your completed CSP and needs assessment, describe why the school is focusing on the goals and strategies indicated.</i></p>
<p>Academics</p>	<p>Teachers will understand the importance and purpose of small group instruction, continue to develop their understanding of Common Core Standards, specifically the knowledge and skill needed to demonstrate proficiency on those standards, and understand how to quickly and easily monitor student performance and record data and notes to help plan future instruction.</p>	<p>In order to implement effective small group instruction teachers, need to know where the student is on their learning journey, through carefully analyzing student work, creating teacher made formative assessments, and using district assessments to triangulate the data. Additionally, teachers need to understand the skills and knowledge required to successfully demonstrate proficiency on CCSS.</p> <p>When working well, daily small group instruction provides opportunities to prioritize needs-based instruction purposed to remediate and accelerate student learning based on an increased focus on target skills.</p>	<p>We believe students will feel successful every day if they experience targeted instruction that considers their current body of knowledge and weaves in new skills at their level of instruction. We can achieve this goal using daily small group Instruction in all content areas. Additionally, small group instruction provides opportunities for students to display their thinking and for teachers to provide targeted feedback based on student responses.</p>

<p style="text-align: center;">Culture of Achievement</p>	<p>A school-wide vision is created in an inclusive manner.</p> <p>The principal proposes a plan to create a more student-focused culture at the school and then works with all staff members to continually refine and update that plan.</p>	<p>The principal and ALT will work on creating a vision of success for the school and then use that vision to create a plan to cultivate a student-focused culture that understands adults influence and are affected by culture. This experience will be cultivated through knowing our students/staff needs and building supports that help them to SOAR toward positive skills, abilities and mindsets.</p>	<p>When students and staff feel joy and pride within and toward the school community they will achieve. During the 21/22 school year we will assess and plan on how we can create an environment where the joy and pride of students and staff members lead them to feel comfortable taking risks, self-advocating and facing personal and academic adversity.</p>
<p style="text-align: center;">Engagement</p>	<p>Our vision is for caregivers to feel empowered to partner with school staff to support the academic success and overall wellness of their children.</p>	<p>Miner will explore model of community support as the school establishes and supports a Community Advisory Board. Parents will be proactively engaged in developing a revised mission and vision.</p>	<p>When families feel like they are valued members of the school community, they can better support students as well as extend learning beyond the school day.</p>
<p style="text-align: center;">Shared Leadership</p>	<p>Miner is an inclusive environment, where staff believe their actions directly influence student outcomes. These beliefs along with structures that distribute leadership and build collective efficacy empower all Miner staff to use their passions and skills to better our school community. The creation and development of staff-led committees will allow more voices to take a key role in shaping our school's continuous progress.</p>	<p>Miner staff have the opportunity to take on leadership roles through staff-led committees, opportunities to provide instructional leadership, and by envisioning and creating new leadership opportunities.</p>	<p>In order to achieve transformational change driven by a sense of collective efficacy, we must value the voice and perspective of our staff. We know that to meet the needs of our students and families, we need to work with the stakeholders that work mostly closely with our students and families - our educators. Further, their active participation in our planning will increase staff ownership and buy-in.</p>