

Montez Ervin, School Leader



MPS Behavioral Reassignment Partnership School

# Banner Prep High School

3517A W Courtland Avenue  
Milwaukee, WI 53209

## School Improvement Plan At-A-Glance 2023-2024

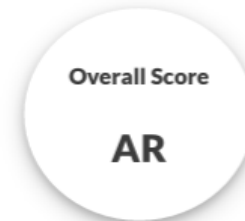
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### STATE REPORT CARD

Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. See <https://dpi.wi.gov/accountability/resources> for more details.

**ESSA Accountability Report: 2021-22:  
Exited out of CSI-Low Graduation 22-23**

#### Educational Options



**Alternate Rating -  
Needs Improvement**

Star rating not applicable

### Mission, Vision & Program Description

### School Goals, Strategies, Action Steps and Tasks

#### Mission/Vision:

Banner Preparatory High School embraces a philosophy of lifelong learning. We offer a multi-faceted instructional approach to address the varied learning needs of our students in order to facilitate their desire to get "Back On Track" with their educational journey. We look to provide every opportunity to position our students for success, and to instill positivity and hope.

Our goals are to work collaboratively to provide quality educational opportunities; engage supportive personnel within a family oriented atmosphere; identify and support students' academic and personal strengths; encourage pathways to graduation and post secondary/employment options as a result of individual student growth and achievement.

Banner Prep provides grade-level and interdisciplinary coursework and experiences that support student growth in the content areas of English Language Arts; Mathematics; Social Sciences; Science; and Wellness. Because of the high transience level of our student population (we are a Behavior Reassignment school) we

#### GRADUATION RATE IMPROVEMENT PLAN

**CONTRACT MEASURES:** Math Improvement, Reading Improvement, Student Learning Plans, Student Learning Plan Achievement, Daily Attendance, Improved Attendance, Suspension Rate, Decreased Suspension Rate

**Evidence Based Improvement Strategy (EBIS): *Preventing Dropouts at the Secondary Level*** - Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior or academic problems. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school. Create small, personalized communities to facilitate monitoring and support.

**Mentoring** – Mentoring is the practiced art of developing and maintaining positive and helpful human relationships. Mentoring is a caring, supportive relationship between a mentor and a mentee that is based on trust, and is an effective strategy for working with youth in at-risk situations, and in need of role models and a positive support system.

**If we do** Check and Connect

**Then we'll see** an increase in students making better, more healthy decisions

**Which leads to** increased life short and long-term outcomes.

- Leadership will provide Check and Connect training for new staff/mentors and a refresher for current mentors

attempt to maximize students' learning opportunities by focusing on coursework that has been failed/incomplete, as well as providing grade-level coursework to assist students moving forward within their age-appropriate grade levels). Curricula and instructional practices are guided by the Common Core State Standards and ongoing professional study. Student Academic interventions include: *MyPath* Math and Reading that is monitored by the Math/ELA teachers to observe time-on-task and subsequent growth over time. Additional assistance is provided in individual and/or small group settings by subject area teachers, special education teachers, and/or paraeducators.

SEL coursework is scheduled to encourage students to learn about, reflect upon, discuss and make informed choices/decisions relative to issues and ideas that may negatively impact their personal and educational lives. *Ripple Effects*, *Career Choices*, *Law & Justice*, and *Peace Works* curricula and activities provide opportunities for students to delve deeper into factors and situations that may determine their levels of success in school and in life. These courses provide students opportunities to plan for the future, and they encourage positive behavior and decision-making. Special Education services are provided as indicated in student Individualized Education Plans; however, where appropriate, students are encouraged to attend regular classes with appropriate support as needed to strengthen academic and personal decision-making skills within the regular education environment.

**Program Description:**

[Banner Prep Program Description 2023-24](#)

- Team will develop a toolkit for mentors to include community resources and Academic and Career Planning
- Embed discussion of Check and Connect into the intake process for students coming to Banner
- Survey staff on Check and Connect to get feedback
- Mentors will be introduced to a data snapshot of the mentee's STAR, attendance, behavior, and grades. Mentors will set goals with the students based on the data
- Plan ways to bridge the communication with the families
- Leadership Team will develop a system to support students who transition to a new school
- Data will be analyzed to address disproportionality
- Monthly meetings will be held to support the review of data (student outcome and adult practice) and to continue to improve the teaching and learning for all students
- Staff will introduce the families to Check and Connect via a letter, phone call or meeting and added to intake process for new students
- Weekly connection with families by the mentor is built into Check and Connect

**INSTRUCTIONAL PRACTICES**

**CONTRACT MEASURES:** Math Improvement, Reading Improvement, Student Learning Plans, Student Learning Plan Achievement

**Evidence Based Improvement Strategy (EBIS): *Preventing Dropouts at the Secondary Level*** - Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior or academic problems. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school. Create small, personalized communities to facilitate monitoring and support.

**Evidence Based Improvement Strategy (EBIS): *Ongoing High Quality Professional Learning - Instruction:*** Our school will create, implement, and monitor an overarching instructional plan to address academic focus areas and strategies throughout the 2022-24 school years through the use of evidence-based **professional learning for staff in content knowledge, instructional, culturally and linguistically responsive teaching practices**. The professional learning will be aligned to curriculum, assessments, and standards focusing on a topic for a minimum of 50 hours of time. Authentic experiences will be provided where teachers can collaborate and struggle through issues related to implementing the new information into their practice. All professional learning will include measurable outcomes for learning, implementation and student learning. Ongoing support must be evident such that staff are provided coaching, mentoring, observations and feedback to successfully implement their learning.

**If we** provide professional development to staff to support the understanding of the development of rigorous instructional planning aligned to standards and connected to real life

**Then we'll see** an increase in student engagement

**Which leads to** an increase of content knowledge of students across all content areas so that students are more successful with credit earning and preparation for college and career opportunities.

- Provide High Quality Professional Learning
  - **FOCUS:** Instructional Planning, Implementation and Data Analysis
- Staff will implement the learning from the professional development within the classroom
- Leadership will observe implementation in classrooms
- Coaching will be provided to staff around identified professional learning
- Data will be analyzed to address disproportionality
- Monthly meetings will be held to support the review of data (student outcome and adult practice) and to continue to improve the teaching and learning for all students
- Staff will incorporate parent voices throughout the work that is happening at the school

## CLIMATE AND CULTURE

**CONTRACT MEASURES:** Daily Attendance, Improved Attendance, Suspension Rate, Decreased Suspension Rate

**Evidence Based Improvement Strategy (EBIS): *Preventing Dropouts at the Secondary Level*** - Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior or academic problems. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school. Create small, personalized communities to facilitate monitoring and support.

**Evidence Based Improvement Strategy (EBIS): *Equitable Multi-Tiered System of Support Strategy - Climate and Culture***: Our school believes that a supportive environment requires embracing equitable practices, building strong emotional/social structures, and developing safe and secure environments for educational risk taking, which is expected for each and every individual. Our school will actively participate in providing an equitable Multi-Tiered System of Support (MTSS) for all students designed to create a positive school climate and culture using data to continuously monitor and support improvement. To that end, our school will **implement a school-wide support system for the implementation of PBIS strategies within an equitable Multi-Tiered System of Support (eMTSS) to address suspensions, referrals, and attendance issues in the district with an emphasis on Black/African American students and all students with special needs due to ongoing disproportionality.**

Our school will create a brave space for students, staff, families, and the community to discuss, listen, share, and learn from one another while exploring diverse topics such as race, ethnicity, culture, language, marginalization, disenfranchisement, access, inclusion, etc., in ways that lead to supporting, nurturing, and fostering more equitable and just practices related to academics, discipline, interventions, referrals, and other related topics.

**If we** Incorporate "The Teen Compass Wellness Notebook," into each class where students can assess their own wellness in eight interconnected areas (Organization, stress, Resilience, Relationships, Rest and Plan, Handling Emotions, School and Work and care for the body) for students to learn about and discuss what wellness looks like through each of the eight areas

**Then we'll see** Students deciding what changes they could make in their own lives and be able to set meaningful goals

**Which leads to** Students openly sharing and discussing challenges, getting support from their peers and leaders, and being empowered to make the changes they want to increase positive peer interactions.

- Staff will implement identified supports for positive attendance for all students and identified interventions for students with higher needs (attendance incentives, Acknowledgement Awards, family communication, Check and Connect, Attendance CICO, transportation bus passes)
- Staff will implement identified supports for positive behavior for all students and identified interventions for students with higher needs (Ongoing Professional Development on "Don't Suspend Me", Acknowledgement Awards, Ripple Effects Course, Check and Connect, Behavior CICO, SAIG and RENEW, provide information and connect families to community agencies for support)
- Data will be analyzed to address disproportionality
- Monthly meetings will be held to support the review of data (student outcome and adult practice) and to continue to improve the teaching and learning for all students
- Staff will incorporate parent voices throughout the work that is happening at the school