

Kari L Hendricks, Principal



MPS Non-Instrumentality
Charter School

La Causa Charter School

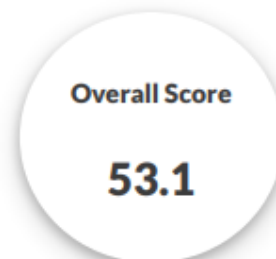
1643 S 2nd Street
Milwaukee, WI 53204

School Improvement Plan At-A-Glance 2023-2024

Submit Feedback - your feedback is important and helps us to improve.

STATE REPORT CARD

2022-2023 Rating:



Meets Few Expectations



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 2021-2022:

- ◆ TSI - Hispanic/Latino students, ECD, EL, SWD
- ◆ Close to ATSI Threshold - SWD, Hispanic/Latino
- ◆ Close to CSI Threshold - All-Students

[Notice of Educational Options](#)

Mission and Vision

School Goals, Strategies, Action Steps and Tasks

Mission: Our school mission is to provide innovative, foundational, and culturally rich academic programs, focused on Fine Arts, Science and Technology, Bilingual Education and English as a Second Language, while engaging the entire family in their children's educational experience.

INSTRUCTIONAL PRACTICES

CONTRACT MEASURES: WSAS-ELA, WSAS-Math, WSAS-Science, WSAS-Social Studies, Graduation Rate, Promotion Rate-4th and 8th, WSAS-ELA (ELL), WSAS-Math (ELL), WSAS-Science (ELL), WSAS-Social Studies (ELL), Gap Closure

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,

Vision: Our school vision is to prepare every student to become a productive member of society by providing them with a successful educational journey within a safe and stimulating environment, while allowing parents to be engaged in daily school activities.

mentoring, observations and feedback to successfully implement their learning.

If we do.. Professional learning in best practices in assessment and differentiation
Then we'll see...improved instructional practices
Which leads to....improved academic student outcomes in reading and math.

- Professional Learning Plan is aligned to our Root Cause and Data.
- Staff will implement the identified strategies and be given feedback.
- Coaching will occur during Cycle 1 on the Professional Learning provided.
- Professional Learning on assessment and differentiation supports all of our learners.
- The Learning Team will meet monthly to review and analyze adult and student outcome data.
- Data will be analyzed to address disproportionality
- Families will be engaged and empowered in their child's learning.

CLIMATE AND CULTURE

CONTRACT MEASURES: Stability Rate, Attendance Rate, Mobility 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 provide staff and students with common, reinforced expectations and systems
Then we'll see a decrease in negative/unwanted behaviors and an increase in attendance and positive behaviors
Which leads to an improved school culture, including behavior and attendance.

- Attendance: School-Wide Supports and Communication to increase attendance for all students.
- Behavior: PBIS and De-Escalation training for Staff to teach to students.
- The Climate and Culture Team will analyze attendance and behavior data monthly.
- Data will be analyzed to address disproportionality
- Families will be engaged to increase daily attendance.