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MPS Behavioral Reassignment
 Partnership School

Lad Lake Synergy School

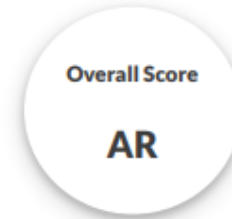
2820 W Grant Street
 Milwaukee, WI 53215

School Improvement Plan At-A-Glance 2023-2024

[Submit Feedback](#) - your feedback is important and helps us to improve.

STATE REPORT CARD

2022-2023 Alternate Rating:



Alternate Rating -
 Satisfactory Progress

Star rating not applicable

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:
 CSI-Low Graduation Rate

[Notice of Educational Options](#)

Mission, Vision & Program Description

School Goals, Strategies, Action Steps and Tasks

Mission/Vision:

To guide the growth of youth and families so they can reach their fullest potential.

Program Description:

Synergy is one of Lad Lake's three educational programs. Synergy has been providing educational services to the children of Milwaukee since 1994. Since its inception, Synergy has functioned as a full day partnership school with Milwaukee Public Schools and has served over 3,000 students.

[Lad Lake Program Description 2023-24](#)

GRADUATION RATE IMPROVEMENT PLAN

CONTRACT MEASURES: 6-Year Graduation Rate, Registered Senior Graduates

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.

Transitions: Helping students with disabilities and their families think about their life after high school. The process helps students identify long-range goals, designing the high school experience to ensure that students gain the skills and connections they need to achieve these goals after high school.

If we do.. Strategically balance academics with teaching of soft skills
 Then we'll see...Students will demonstrate proficiency in skill which support independent learning (academic and vocational)
 Which leads to.... A successful transition from Lad Lake to another school or to post-secondary environments.

- Review the special education transition plan/portfolio and create a transition plan/portfolio to support regular education and special education students

- Develop systems/procedures to support the transition plan/portfolio for all students (Xello time/ACP)
- Provide professional learning for all staff on the school's management system (Who Steps Up)
- Review data monthly
- Data will be analyzed to address disproportionality
- Families will learn about the various soft skills of focus and how to support the development of these skills throughout the year

INSTRUCTIONAL PRACTICES

CONTRACT MEASURES:

Middle School Passing Grades (b), Math Improvement (e), Reading Improvement (f), Student Learning Plans (i), Student Learning Plan Achievement (j)

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... commit to the implementation of our focused professional development and provide support to remove fear the unknown

Then we'll see... improved classroom instruction

Which leads to.... student engagement and earned credit for all classes.

- Staff will receive professional learning, coaching and feedback on identified strategies for rigorous instruction
- The Learning Team will monitor the adult and student outcome data monthly
- Data will be analyzed to address disproportionality
- Families will be informed of the professional learning and how it can be supported in the home

CLIMATE AND CULTURE

CONTRACT MEASURES: Daily Attendance (c), Improved Attendance (d), Suspension Rate (g), Decreased Suspension Rate (h)

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...teach teachers how to build respectful relationships and collaboratively problem-solve
Then...we will see consistent enforcement and implementation of school-wide expectations
Which lead to...minimal incidents and suspensions.

- Attendance: Monitoring daily and communicating with the student and family
- Behavior: Social Emotional Learning Class
- Climate and Culture Team will review the attendance and behavior data monthly
- Data will be analyzed to address disproportionality
- Monthly parent/family meetings will be held to discuss progress and elicit input