

Danita Tyler, Principal



Lincoln Center of the Arts
Grades
6 - 8

820 EAST KNAPP STREET
MILWAUKEE WI 53202

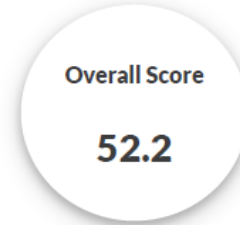
School Improvement Plan
At-A-Glance
2023 - 2024

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

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.



Meets Few Expectations



ESSA Accountability Report 2022-23:
Comprehensive Support and Improvement -
Low Performance

Notice of Educational Options

Vision and Values

School Improvement Goals and Strategies

Vision:

Our school prepares students to be college and career ready using high quality instruction in Fine Arts, Literacy, and STEAM by maintaining a focus on equitable practices, and supporting the unique social, emotional, and academic needs of our students.

Values:

- We value the following as central to our success
- Quality student-centered instruction
- Examining our individual mindsets and biases
- Commitment to using restorative practices as a school community
- Dismantling systems that create and perpetuate trauma
- Continuous improvement and reflective practices

District Key Metrics

1. Schools will demonstrate a 5% increase in the number of students who score proficient in math and English language arts (overall and disaggregated by groups) on the state assessments from the spring of 2021-22 to the spring of 2023-24.
2. Schools will demonstrate a 10% decrease in the number of students who score below basic in math and English language arts (overall and disaggregated by groups) on the state assessments from the spring of 2021-22 to the spring of 2023-24.
3. Schools will increase the percentage of students (overall and disaggregated by groups) graduating by 10% as measured by the four-year graduation rate in WISEdash.
4. Schools will maintain a 95% attendance rate.
5. Schools will have 100% of students regularly attending (90% of the time).
6. Schools will reduce the racial/ethnic disproportionality in referrals, identifications and disciplinary procedures through the use of equitable practices as part of a multi-tiered system of support.

ACCELERATING LEARNING GOAL: Every student will reach academic excellence/proficiency at every grade level and graduate on time ready to meet their future success.

Academic Theory of Action: If teachers establish an authentic, trusting, and respectful connection with student's; provide students the opportunity to share their thinking and demonstrate their learning while engaged with approved, high quality instructional materials that are aligned to grade level standards to all content areas then student's will be engaged in meaningful learning experiences and common methods of assessment

CULTIVATING EQUITABLE LEARNING ENVIRONMENT GOAL: Every student will thrive as a result of a positive school climate and culture in which all students are supported, valued and respected.

Culture/Climate Theory of Action: If teachers believe in and consistently implement and execute the LCA Restorative Practices T-Chart and LCA Essentials, then an authentic, trusting, and respectful connection with students will be established as measured by the LCA student climate survey and related behavior data.