

Rodney Lynk, Chief Academic Officer



MPS Non-Instrumentality Charter School

Milwaukee Excellence Charter School

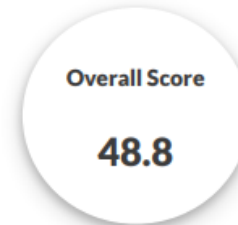
4950 N 42th Street
Milwaukee, WI 53209

School Improvement Plan At-A-Glance 2023-2024

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

STATE REPORT CARD

2022-2023: 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 2021-2022:

TSI-SWD, ECD, Black
Close to ATSI Threshold-SWD, Black
Close to CSI Threshold-All students

[Notice of Educational Options](#)

Mission and Vision

School Goals, Strategies, Action Steps and Tasks

Mission: Through rigorous academics and character education essential for success, Milwaukee Excellence Charter School educates 6th through 12th grade students to excel within and graduate from four-year colleges and to pursue the professions of their choice.

Vision: Milwaukee Excellence Charter School is a 6th through 12th grade school. Milwaukee Excellence was authorized by the Milwaukee Public Schools (“MPS”) Board of Directors on July 30, 2015. Starting with 120 6th grade students, Milwaukee Excellence will use a slow growth model, growing one grade at a time until we reach full and maximum capacity of 840 students in 2022. Currently, Milwaukee Excellence serves 543 students in 6th through 10th grade. 96% are African-American, 16% of students receive special education services and 77.2% are economically disadvantaged. Milwaukee Excellence is located at 4950 N. 24th St. Milwaukee, WI 53209.

INSTRUCTIONAL PRACTICES

CONTRACT MEASURES: WSAS-ELA, WSAS-Math, WSAS-Science, WSAS-Social Studies, Graduation Rate, Promotion Rate-8th

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.

- Teachers will learn how to plan and deliver engaging rigorous lessons from high quality curriculum materials,

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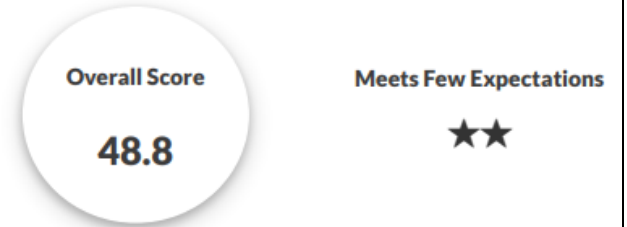
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The education students receive at Milwaukee Excellence Middle School has prepared them for the challenging ACT-aligned curriculum of our high school. Milwaukee Excellence High School students will graduate with four years of math, science, English, social studies, foreign language, and four electives in areas that inspire them and speak to their unique interests. Students will leave our school college-ready, acceptance letter in hand.

developing skill and fluency in using the tools provided by the curriculum to precisely assess student achievement of course objectives and provide differentiated support in response to that assessment data.

- Teachers will learn to execute core Milwaukee Excellence Instructional moves.
- Staff will receive coaching and feedback on the implementation of professional learning.
- The Learning Team will meet monthly to analyze adult and student outcome data.
- School Leaders and Instructional Coaches will conduct weekly walkthroughs to see if all services and supports are being implemented with fidelity.
- Data will be analyzed to address disproportionality
- Families will learn how to support students in the home.

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

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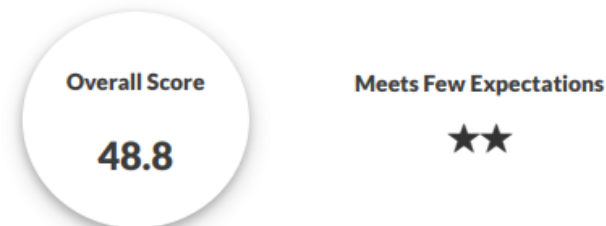
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continuously monitor and support improvement. To that end, our school will **implement a school-wide support system for the implementation of PBIS strategies within an equitable Multi-Tiered System of Support (eMTSS) to address suspensions, referrals, 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 teachers learn and apply how to teach self-regulation, de-escalation, and conflict resolution skills/strategies, students will be able to cope with stress, think through actions, and resolve conflicts more positively and feel successful at school.
- Attendance: Incentives and celebrations weekly for regular attendance.
- Behavior: Community-building Circles (tribes) will be held weekly to support students with social emotional development
- The Climate and Culture Team will review the attendance and behavior data and recommendations for how the classroom teacher can support each student
- Data will be analyzed to address disproportionality
- Families provide feedback on how their student is doing (learning and belonging) and recommendations for next steps