



<p>Diana McDowell, Principal Curtis Beals, Assistant Principal</p>   <p>MPS Behavioral Reassignment Partnership School</p>	<p>Southeastern Education Center</p> <p>4200 N Holton Street Milwaukee, WI 53212</p> <p>School Improvement Plan At-A-Glance 2023-2024</p> <p>Submit Feedback - your feedback is important and helps us to improve.</p>	<p>STATE REPORT CARD 2022-2023 Alternate Rating:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Overall Score</p> <div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <p style="font-size: 24px; font-weight: bold;">AR</p> </div> </div> <div style="text-align: center;"> <p>Alternate Rating - Needs Improvement</p> <p><small>Star rating not applicable</small></p> </div> </div> <p>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.</p> <p>ESSA Accountability Report 2022-2023: Not Identified</p> <p style="text-align: center;">Notice of Educational Options</p>
<p>Mission, Vision & Program Description</p>	<p>School Goals, Strategies, Action Steps and Tasks</p>	
<p>Mission/Vision: SEC's mission is to provide students with a safe and secure environment within which they can strengthen their academic skills, develop effective work/school habits and improve interpersonal relationships.</p> <p>Program Description: Southeastern Education Center Program Description 2023-24</p>	<p style="text-align: center;">INSTRUCTIONAL PRACTICES</p> <p>CONTRACT MEASURES: Math Improvement, Reading Improvement, Student Learning Plans, Student Learning Plan Achievement</p> <p>Evidence Based Improvement Strategy (EBIS): <i>Preventing Dropouts at the Secondary Level</i> - 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.</p> <p>Evidence Based Improvement Strategy (EBIS): <i>Ongoing High Quality Professional Learning - Instruction</i>: 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.</p>	

If we build on the work from 22-23 around supporting the development of the paras to successfully build relationships, and develop and implement lessons within a classroom, then we will see consistent teaching of rigorous lessons aligned to standards, which should lead to student engagement and learning.

- Staff will be provided professional learning, coaching, and feedback on how to unpack the standards to support rigorous instruction
- The Learning Team will meet monthly to analyze adult and student outcome data
- Data will be analyzed to address disproportionality
- Families will have opportunities to provide input on how their child is doing, what recommendations do they have for next steps and receive information for how they can further support their child's learning at home

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 provide professional development to staff around strategies to support Climate and Culture (Mindfulness, Peace Circles, yoga, etc.)

Then we'll see...students develop a trusting relationship with staff and peers

Which leads to....an increase in attendance, a reduction of behavior referrals and an increase in student engagement which leads to more academic success.

- Attendance: families will receive updated attendance policies/procedures at intake meetings along with opportunities for incentives and celebrations each month
- Behavior: Staff will receive professional learning to support the identified strategies and implement those strategies to support positive relationships and behavior
- The Climate and Culture Team will meet monthly analyzing adult and student outcome data (attendance and behavior)
- Data will be analyzed to address disproportionality

- Families will receive opportunities to provide input for how the school can further support their child in addition to engaging families throughout the year (Science Fair, Math Night, Harvest Fest, Muffins with Mom, Doughnuts with Dad, etc)