

2024-2025 School Improvement Plan

at a glance

State Report Card

Fails to Meet Expectations

35



Lancaster School

Grades Served: K4-Grade 8

Principal: Valencia Tank

4931 N. 68th St.

Milwaukee, WI 53218



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including analyzing and using data, Tier 1 curriculum, and tech tools, then teachers and staff will make data-driven decisions to inform instructional practices. As a result, students will increase academic proficiency as evidenced by classroom-based assessments and district-wide benchmarks by the end of the 2024-2025 school year.

Culture and Climate

Sense of Belonging

Theory of action: If we implement a sense of belonging, including individual greeting rituals, classroom community building, and relationship strategy bank, then teachers and staff will feel more connected to their students (increase teacher PLP comments). As a result, students will feel more connected to their school community (complete climate survey) as evidenced by an increase in attendance (select target group, possibly ACICO) by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Lancaster welcomes all students and focuses on mutual respect, honesty, responsibility, accountability, and cooperation among the students, staff, parents, and the surrounding community. Lancaster provides scholars with a strong academic curriculum with research-based instruction that is based upon Common Core State Standards and higher-level thinking. Staff collaboratively assesses the extent of scholars' learning through analyzing data frequently to adjust instruction to meet *all* students' needs. We then provide intense instruction that prepares scholars for their next school promotion experience. Lancaster will engage, inspire, and challenge our school community to prepare students to be innovative citizens in a complex, interconnected, changing world.

School Values

Communication: We believe that we are connected to our community through words, images, symbols, and stories. Our respectful communication defines our priorities and enables us to imagine viable solutions, creating relevant information for people.

Learner-centered: We believe that learning is a social process. We believe that placing the emphasis on the learner and previous experiences and interests increases motivation for learning and greater satisfaction with school, leading to greater achievement. This approach emphasizes a variety of different types of methods that shift the role of the instructors from givers of information to facilitating student learning. The learner-centered classroom provides opportunities to reflect on and regulate one's thoughts and behaviors through the use of multiple teaching styles that maximize learner engagement.

Partnership: We believe that partnerships with parents, families, communities, and other stakeholders are essential to quality public education and student success. We believe that individuals are strengthened when they work together for the common good.

Long-Term Goals

ACCELERATING LEARNING

1. Schools will demonstrate a 5% increase in the number of students who score *meeting/advanced* in math and English language arts (overall and disaggregated by groups) on the state assessments for each consecutive year from the spring of the previous year to the spring of the current year.
2. Schools will demonstrate a 10% decrease in the number of students who score *developing* in math and English language arts (overall and disaggregated by groups) on the state assessments for each consecutive year from the spring of the previous year to the spring of the current year.

CULTIVATING EQUITABLE LEARNING ENVIRONMENT

1. Schools will maintain a 95% attendance rate.
2. Schools will have 100% of students regularly attending (90% of the time).
3. Schools will reduce the percentage of Black/African American students receiving behavior referrals (ODRs) by 10% by the end of the school year through the use of equitable practices as part of a multi-tiered system of support.

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