



# Priority One: Strong Instruction

<b>Why is this a PRIORITY?</b>	<p>The TNTP Network Diagnostic received in the 22 - 23 school year found 63% of lessons observed did not offer students strong instruction.</p> <p>In addition, the MCP Network 22 - 23 MAP growth in ELA and Math did not meet the 130% network goal. In ELA, 96% growth with 50% of scholars meeting their target RIT. In Math, 107% growth with 57% of scholars meeting their target RIT.</p>
<b>What are the desired OUTCOMES?</b>	<p>All students receive strong instruction from a high-quality teacher.</p> <p>Instruction requires scholars to do the intellectual heavy lifting.</p> <p>MCP is closing the Opportunity Gap for our Scholars.</p>
<b>What are the MEASURES?</b>	<ul style="list-style-type: none"><li>● Quarterly Achieve the Core benchmarks for each campus</li><li>● MAP data (120% growth from Spring to Spring and 70% of our students meeting their individual target)</li><li>● Math: Module Assessments</li><li>● ELA: Unit Assessments</li></ul>
<b>What are the MINDSETS?</b>	<ul style="list-style-type: none"><li>● All scholars can master grade-level standards within the school year</li><li>● We have high-quality instructional materials (curriculum) therefore, curricular integrity is imperative for student success</li><li>● Teacher-quality is the most important factor influencing student achievement</li></ul>
<b>What are the necessary SKILLS/PD/RESOURCES?</b>	<ul style="list-style-type: none"><li>● PD around the philosophy of the curricula</li><li>● Intellectual Prep time for teachers</li><li>● Network Data digs with student analysis</li><li>● Monthly admin. walkthroughs aligned to TLAC and Core Action #2 and #3 of Achieve the Core instructional practice rubrics</li><li>● Campus TLAC PDs</li><li>● Online network assessments</li><li>● Differentiated online platforms in ELA and Math</li><li>● Intentional, consistent, and accountable academic coaching and follow-up</li></ul>



# Priority Two: High Expectations

<b>Why is this a PRIORITY?</b>	High expectations drive academic achievement, foster self-confidence and motivation, promote scholar engagement and a growth mindset, contribute to a positive school culture, and prepare scholars for college and career success. When scholars are held to high standards, they are more likely to reach their full potential, develop a sense of confidence in their abilities, stay motivated, actively participate in their education, and cultivate a lifelong love of learning. High expectations also create a supportive and inspiring environment where excellence is valued, and scholars are equipped with the skills and habits needed for future success in higher education and the workforce. It is important to note that high expectations should be accompanied by appropriate support, guidance, and resources to help scholars meet those expectations. When coupled with effective teaching strategies and personalized support, high expectations can maximize scholar growth and achievement.
<b>What are the desired OUTCOMES?</b>	<ul style="list-style-type: none"><li>● Improved Academic Performance</li><li>● Increased Student Engagement</li><li>● Positive School Climate</li><li>● Increased Joy Factor</li><li>● Decrease in Full Withdrawals &amp; Suspensions</li></ul>
<b>What are the MEASURES?</b>	<ul style="list-style-type: none"><li>● Parent, Scholar, and Teacher Surveys</li><li>● Classroom Observations</li><li>● Campus Culture SIP Goals</li><li>● Network Culture Goals</li></ul>
<b>What are the MINDSETS?</b>	To maintain high expectations, a growth mindset is crucial. This mindset involves believing in the potential of all scholars to succeed and grow academically, embracing challenges as opportunities for learning, emphasizing effort and the learning process, fostering continuous improvement, providing positive framing and constructive feedback, encouraging risk-taking, and role modeling a growth mindset. By cultivating this mindset among educators, scholars, and the school community, high expectations become ingrained in the school's culture, promoting motivation, resilience, and academic achievement.



<p><b>What are the necessary SKILLS/PD/RESOURCES?</b></p>	<ul style="list-style-type: none"> <li>● Leadership Training for Deans of Culture</li> <li>● Teach Like A Champion Culture Clinics</li> <li>● Educational Assistant Focused Trainings</li> </ul> <p>Teacher’s Guide to Behavior &amp; Discipline Administrator’s Guide to Behavior &amp; Discipline</p>
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# Priority Three: Restorative Practices

<p><b>Why is this a PRIORITY?</b></p>	<p>Restorative practices create a positive school climate where students and staff feel safe, respected, and connected. By focusing on conflict resolution and social-emotional development, restorative practices help students learn to resolve conflicts constructively and develop important skills like empathy and accountability. They also promote responsibility and ownership, as individuals are encouraged to recognize the consequences of their actions and make amends. Additionally, restorative practices strengthen relationships and communication within the school community, reduce disciplinary issues through proactive intervention, and teach valuable life skills such as problem-solving and emotional intelligence. Prioritizing restorative practices ultimately creates a more inclusive, supportive, and productive learning environment for students.</p>
<p><b>What are the desired OUTCOMES?</b></p>	<p>80% of Full Withdrawals restored per quarter/school year for all 4 campuses Enhanced conflict resolution skills Reduced disciplinary issues Positive school climate</p>
<p><b>What are the MEASURES?</b></p>	<ul style="list-style-type: none"> <li>● Scholar, Teacher, and Parent Surveys</li> <li>● Restoration Data</li> <li>● Culture Data (Suspensions and Full Withdrawals)</li> <li>● Proactivity Observations</li> </ul>
<p><b>What are the MINDSETS?</b></p>	<p>A successful implementation of restorative practices requires a specific mindset. It involves cultivating empathy and understanding, embracing change and growth, adopting a non-judgmental approach, promoting collaboration and shared responsibility, focusing on solutions and growth opportunities, and maintaining patience and perseverance. This mindset encourages individuals to listen, understand, and communicate effectively, while seeking to build positive relationships and create a safe and inclusive environment. By embracing these mindsets, schools can effectively implement restorative practices and reap the benefits of improved relationships, conflict resolution, accountability, and a positive school community.</p>



# MILWAUKEE COLLEGE PREP

COLLEGE BOUND. CHARACTER STRONG.

**What are the necessary  
SKILLS/PD/RESOURCES?**

- Training and Professional Development
- Conflict resolution and mediation skills
- Restorative Circles and conferencing
- Restorative language and questioning

Collaboration and community

Dedicated restorative spaces (calm corners)