



ASSATA HIGH SCHOOL 2024-25 PROGRAM DESCRIPTION

ASSATA HIGH SCHOOL 3517 West Courtland Avenue Milwaukee, WI 53209 414-345-6113			
SCHOOL LEADER	Carlotta Pritchett	GRADES SERVED	9-12
YEAR ESTABLISHED	1992	CONTRACT MAXIMUM	120
TRANSPORTATION	Public Transportation	SCHOOL HOURS	M, T, TH, F: 9:00am-2:41pm W: 9:00am-1:00pm
SCHOOL START / END DATES	September 3, 2024 - June 13, 2025		

ASSATA HIGH SCHOOL PROGRAM DESCRIPTION	
MISSION	<p>Assata provides a holistic, student-centered program that focuses on meeting student’s educational, basic, and social needs. Assata integrates Common Core State Standards and historic contributions and experiences of African-Americans as a means to provide a culturally relevant curriculum. Students are given opportunities to display their comprehension of content area standards and/or cultural knowledge through visual or performing art projects. Our culturally relevant curriculum is taught by sensitive instructors, who are familiar with multiple pedagogical methods necessary to promote learning and personal development. We promote learning by scheduling academic monitoring sessions (bi-weekly with teachers/students), recognizing student’s achievements, and displaying student artifacts. We promote personal development by offering social/emotional services/activities, social clubs, sports, life skills training, restorative practice, and college/career explorations.</p>
VISION	<p>The fundamental aim of Assata is to provide a variety of educational opportunities/resources for students to overcome academic and/or behavioral deficiencies. Our approach will empower student’s voices through artistic expressions, enhance student’s self-actualization, strengthen student’s life/social skills for post-secondary aspirations, and develop their appreciation for African-American culture and its relevance in today’s society.</p>
HISTORY	<p>Assata High School was founded in 1992 as an alternative high school in the heart of Milwaukee. The school was formed by a group of committed community members concerned about the quality of education that Milwaukee’s youth were receiving. Assata High School operates in partnership with Milwaukee Public Schools. Assata’s strategies continue to empower students through self-esteem, self-reliance, increased knowledge and appreciation for African American culture and its relevance to today’s society. Assata’s educational component is designed to integrate historic contributions and experiences of African American into the daily curriculum as a means to expand both subject and content knowledge needed to overcome credit deficiencies.</p>
COURSE OFFERINGS	<p>Assata offers core subject areas required to meet graduation requirements. Various elective courses are offered according to student interests. Assata’s unique curriculum is delivered primarily in an African-centered cultural environment. Building relationships, restoring harmony, and using Restorative Practices and Principles of Ma’at are strategies implemented to empower scholars through self-esteem, self-reliance, and increased knowledge and appreciation for African-American culture and its relevance in today’s society. To ensure academic success Assata offers before and after school tutoring (Title I - Mathematics), Wednesday Intervention sessions (for students not showing progress towards academic measure(s)), and Edgenuity (a program to assist scholars with recovering credit(s)).</p>
CAREER AND POST-SECONDARY EXPLORATION	<p>Assata High School presents various career exploration and school-to-work opportunities. Upon enrollment, students list at least 3 career interests, and twice a year we host a Career Fair. We will use Xello to integrate Career Exploration into our curriculum. Once a week (6 week rotations) students will explore career interests</p>

OFFERINGS	and create an artifact related to the career to display for the Exhibition. Throughout the year, students are exposed to College Fairs, Technical and Trade Exploration/Workshops, Pre-College Programs, Apprenticeship/Internship, and Employment opportunities.
ACADEMIC PROGRAMMING / SUPPORTS	<p>To support students' academic achievement (Tier 1) we offer an all staff SPED/504 professional development (conducted by the Itinerant teacher and school psychologist) to ensure that all staff members are informed of SPED/504 student's academic needs. Teachers are provided professional development and coaching to ensure that lessons are engaging (connection to real-world), and rigorous (acceleration rather than remediation). Students are given opportunities to revise non-proficient artifacts, choose alternate assessments to display proficiency, academic monitoring sessions (bi-weekly with teacher), after school tutoring, and the Title 1 program. We promote academic achievement by recognizing student's achievements, and displaying student artifacts.</p> <p>Data analyzed during our Learning Team meetings (monthly) will focus on school wide academic achievement rates, students meeting the academic norms, and students not meeting academic norms. Students that are repeatedly not meeting the academic norms will be referred to the Building Intervention Team (BIT - academic) to design an intervention. To support students' academic deficiencies (Tier 2/ Tier 3) we implement the following interventions: Academic CICO, Check & Connect, Imagine Math (online intervention that aligns Common Core standards to each student's STAR math data), and IXL (online intervention that aligns Common Core standards to each student's STAR reading data).</p>
BEHAVIORAL SUPPORTS	<p>Assata implements the Affirmations of Ma'at to promote behavioral balance, and Restorative Practices to address unbalanced behaviors. Restorative Practice trainings are conducted throughout the year to ensure that Restorative Practices are correctly and effectively implemented.</p> <p>To support students' behavioral achievements (Tier 1) we offer an all staff SPED/504 professional development (conducted by Itinerant teacher and school psychologist) to ensure that all staff members are informed of SPED student's behavioral needs. Teachers are provided professional development and coaching sessions to ensure that classroom norms promote a positive learning environment. Students are given opportunities to restore the harm through our Ma'at Reflection process and Restorative Practice session. We promote behavioral achievements by offering incentives for positive and/or improved behaviors, and leadership opportunities for positive and/or improved behaviors. Data analyzed during our PBIS team meetings (monthly) will focus on school-wide suspension rate, students meeting behavioral norms, and students that are not meeting behavioral norms. Students that are repeatedly not meeting behavioral norms will be referred to the Building Intervention Team (BIT - behavioral) to design an intervention.</p> <p>To support students' behavioral needs (Tier 2/ Tier 3), we implement the following interventions: CICO, SAIG groups, Check & Connect, and clinical support groups (Community Partners).</p>
ATTENDANCE SUPPORTS	<p>To support students' attendance (Tier 1,) we provide monthly Attendance incentives. Since there is a direct correlation between student attendance and academic achievement; teachers are provided professional development and coaching to ensure that lessons are engaging (connection to real-world/culturally relevant), and rigorous (acceleration rather than remediation). We provide transportation for students that meet transportation guidelines, and contact parents whenever the student is absent from school. We promote attendance achievement by recognizing student's whose attendance percentage meets the norm, and recognizing students who have improvements in their attendance percentage.</p> <p>Data analyzed during our Attendance Team meetings (weekly) will focus on school-wide attendance rate, students meeting attendance norms, transfer student's attendance rates (Impact Report), and students that are not meeting attendance norms. Students that are repeatedly not meeting attendance norms will be referred to the Building Intervention Team (BIT - behavioral) to design an intervention.</p> <p>To support students' attendance needs (Tier 2/ Tier 3), we implement the following interventions: CICO, Check & Connect, SAG groups, an approved/agreed upon alternate schedule, and clinical support groups (Community Partners).</p>
EXTRA-CURRICULAR	Assata offers co-ed sports through MPS-Obama High School, the Book Club, Student Council, the Black Student Union, Assata Warriors Princesses Society, Arts at Large, African Drumming, and the Kellogg PEAK Initiative program.