

Carlotta Pritchett, Principal



MPS At-Risk Partnership School

# Assata High School

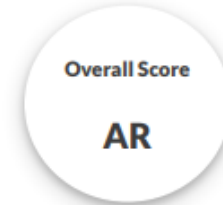
3517 W Courtland Avenue  
Milwaukee, WI 53209

## School Improvement Plan At-A-Glance 2023-2024

Submit Feedback - your feedback is important and helps us to improve.

### STATE REPORT CARD

2022-2023 Alternate Rating:



Alternate Rating -  
Needs Improvement

Star rating not applicable

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.

#### ESSA Accountability Report 2021-2022:

CSI – Low Graduation Rate  
(Identification Year 2018-19)

[Notice of Educational Options](#)

#### Mission, Vision & Program Description

#### School Goals, Strategies, Action Steps and Tasks

**Mission:** 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.

**Vision:** The fundamental aim of Assata is to provide a variety of educational opportunities/resources for students to overcome academic and/or behavioral

#### GRADUATION RATE IMPROVEMENT PLAN

**CONTRACT MEASURES:** 6-Year Graduation Rate, Registered Senior Graduates

**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.

**Mentoring** – Mentoring is the practiced art of developing and maintaining positive and helpful human relationships. Mentoring is a caring, supportive relationship between a mentor and a mentee that is based on trust, and is an effective strategy for working with youth in at-risk situations, and in need of role models and a positive support system.

**If we** provide structured mentoring through Check and Connect to support student attendance, behavior and credit earning

**Then we’ll see** students improve their attendance rate, the number of credits they have earned and their ability to self regulate their behaviors

**Which leads to** graduation for all students.

- Professional Development will be provided to support the implementation of Check and Connect
- Staff will continue to implement mentoring through the use of Check and Connect

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.

### Program Description:

[Assata High School Program Description 2021/22 - 2023/24](#)

- Staff will work with identified community partnerships to support the work around Check and Connect
- Staff will survey students and parents to collect identified needs to support students needs
- Data will be analyzed to address disproportionality
- Monthly meetings will be held to support the review of data (student outcome and adult practice) and to continue to improve the teaching and learning for all students
- Leadership will help to build capacity for staff to understand 2-way connections between families and the school
- Leadership will explore additional ways to support family engagement through WSPEI.

### INSTRUCTIONAL PRACTICES

**CONTRACT MEASURES:** Reading Improvement, Math Improvement, 6-Year Graduation Rate, Remained Enrolled, Earned Credits, Registered Senior Graduation, Improved Credits, Math and Reading Growth

**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.

**If we** provide differentiated professional development and coaching on instructional delivery (development of rigorous lesson plans aligned to standards, implementing the developed lesson plans and identifying future needs based on assessments)

**Then we'll see** an improvement in our instruction through observational walkthrough data (local and district)

**Which leads to** more students meeting academic standards and earning credits at a proficient level.

- Provide High Quality Professional Learning
  - **FOCUS:** Instructional Delivery - standards and rigorous tasks
- Staff will implement the learning from the professional development within the classroom
- Leadership will observe implementation in classrooms
- Coaching will be provided to staff around identified professional learning
- Data will be analyzed to address disproportionality
- Monthly meetings will be held to support the review of data (student outcome and adult practice) and to continue to improve the teaching and learning for all students
- Staff will incorporate parent voices throughout the work that is happening at the school

### CLIMATE AND CULTURE

**CONTRACT MEASURES:** Daily Attendance, Improved Attendance, 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** do an intentional reboot to our universal expectations regarding attendance, positive relationships (student to student/student to teacher), and conflict resolution...

**Then we'll see** teachers proactively and consistently teach/reinforce universal expectations and norms in the classroom/building...

**Which leads to** an increase in student attendance and engagement with a decrease in disruption and conflict.

- Staff will implement identified supports for positive attendance and behavior for all students
- Staff will implement identified interventions for attendance and behavior to support students with higher needs
- Data will be analyzed to address disproportionality
- Monthly meetings will be held to support the review of data (student outcome and adult practice) and to continue to improve the teaching and learning for all students
- Staff will incorporate parent voices throughout the work that is happening at the school