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GRANDVIEW
HIGH SCHOOL

MPS At-Risk Partnership School

Grandview High School

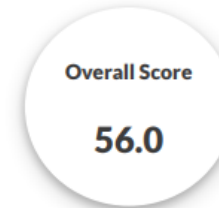
2745 S 13th Street
Milwaukee, WI 53215

School Improvement Plan At-A-Glance 2023-2024

[Submit Feedback](#) - your feedback is important and helps us to improve.

STATE REPORT CARD

2022-2023 Rating:



Meets Few Expectations



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
CSI-Low Performance

[Notice of Educational Options](#)

Mission, Vision & Program Description

School Goals, Strategies, Action Steps and Tasks

The Mission of Grandview...A High School of Distinction, is to help young adults become academically, emotionally, and socially prepared for productive participation in the 21st century. The Grandview High School mission targets eight goals for student learning:

1. Positive sense of self and capacity
2. Proficiency in the exercise of emotional intelligence
3. Social competence and disposition
4. Proficiency in core academic knowledge and skills
5. Proficiency in complex reasoning
6. Proficiency in use of information technology
7. Strong work ethic

GRADUATION RATE IMPROVEMENT PLAN

CONTRACT MEASURES: 6-Year Graduation Rate (d), Registered Senior Graduation (j)

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.

8. Matriculation into a post-secondary education program

Program Description:

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

CTE: Career and Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. CTE prepares these learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context

If we focus on effective practices in transition and career/technical education then we'll see students make post-secondary plans which leads to higher graduation rates.

- Design activities to be implemented into Mentor on Tuesdays.
- Train and support teachers on the implementation of Xello and the CTE component of Mentor.
- Collect data on identified groups in GRIP to discuss progress and continued work.
- The GRIP Team will use the GRIP Template during monthly meetings to analyze adult and student outcome data.
- Data will be analyzed to address disproportionality
- The team will create family questionnaires to receive input and feedback.

INSTRUCTIONAL PRACTICES

CONTRACT MEASURES: Reading Improvement (b), Math Improvement (c), 6-Year Graduation Rate (d), Remained Enrolled (e), Earned Credits (f), Registered Senior Graduation (j), Improved Credits (l), Math and Reading Growth (m)

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If we create strong foundations of support for teachers, including data driven professional development, effective observation and coaching techniques, and timely feedback, then we'll see greater success in classrooms, which will lead to higher graduation rates.

- Create and implement a professional development plan (data-driven instruction) for Cycle 1 that is aligned to the data review and root cause.
- Focused coaching support around the identified professional learning and strategies will be provided to the staff.
- The Math and English teachers will receive focused coaching for Cycle 1 around the identified strategy from the professional development.
- Special Education Teachers will co-analyze universal instruction data and provide General Education staff with feedback on instructional strategies and next steps.

- The Learning Team will use the Atlas Protocol to document the conversations that are held at monthly team meetings and to determine adjustments that may need to occur.
- Data will be analyzed to address disproportionality
- Families will be provided communication regarding credit progress and suggestions how they can support their student at home (credit attainment and post-secondary future).

CLIMATE AND CULTURE

CONTRACT MEASURES: Daily Attendance (h), Improved Attendance (k), Suspension Rate (i)

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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 training and support for Grandview Staff to create a more welcoming climate and culture
Then we'll see an increase in student engagement and comfort in the building
Which leads to greater student success.

- Attendance: Lesson Plan and Life Skills in our Mentor Class.
- Behavior: Dialectical Behavior Therapy Skills in School Group.
- Special Education Teachers will co-analyze universal instruction data and provide Gen Ed staff with feedback on instructional strategies and next steps.
- The Climate and Culture Team will identify the adult practice and student outcome data that will be reviewed monthly.
- Data will be analyzed to address disproportionality
- Parent Survey at Registration and the Interview Process.