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MPS At-Risk Partnership School

NOVA High School

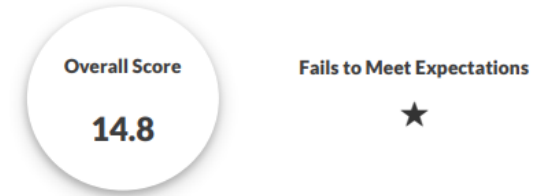
2320 W Burleigh Street
Milwaukee, WI 53206

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:



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

[Notice of Educational Options](#)

Mission, Vision & Program Description

Mission: Graduating proficient, confident, and respectful young scholars with the educational and social skills necessary to compete in our ever-changing world.

Vision: NOVA's vision is to guide each student in finding their individual purpose in life in order to make a positive contribution to their communities, be responsible digital citizens, and live a full and healthy life. Founded in 1993 as an alternative, school-to-work program for "at-risk" students residing on the northwest side of Milwaukee, NOVA has a long history of offering students career-based learning. In partnership with Milwaukee Public Schools, NOVA is one of TransCenter for Youth's small high schools with only 110 students. We believe our small size allows the NOVA staff to build relationships with each student in an effort to provide a unique learning environment to not only help students earn their high school diploma, but to prepare students to live a full, healthy life after graduation.

School Goals, Strategies, Action Steps and Tasks

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 and credit earning Then we'll see students improve their attendance rate and the number of credits they have earned Which leads to graduation for the identified students.

- New Mentors will be identified, trained, and work with students

Program Description:

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

- Data will be reviewed monthly to see which students need further support
- Data will be analyzed to address disproportionality
- Families will be engaged for input on how their child is doing and what they might suggest for next steps

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 strengthen our culture for learning and implement a school-wide reading and writing framework supported by strong teacher mentors (rigor) Then we'll see...improvement in academic confidence and intrinsic motivation (Engagement) Which leads to more students earning credits toward graduation.

- Staff will receive training, coaching, and feedback on engaging and rigorous lessons
- The Learning Team will meet monthly to analyze adult and student outcome data (identify which groups need further support for credit attainment or graduation)
- Data will be analyzed to address disproportionality
- Families will be engaged to provide feedback regarding how their child is doing and input on next steps

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 Review NOVA's systems and procedures to support attendance and behavior, and implement PBIS Practices and Restorative Practices schoolwide Then we'll see...more accurate data recording and consistent implementation of schoolwide PBIS and Restorative Practices Which leads to....improved analysis of attendance and behavior data to be able to continuously identify proper supports for all students and an improved climate and culture throughout the building (more students engaged in learning and less behavior infractions)

- Attendance: Attendance procedures will be revised and communicated to all staff members and families
- Behavior: Professional Learning on Restorative Practices and how to provide social emotional strategies in the classroom will be provided to staff
- The Climate and Culture Team will review/analyze the attendance and behavior data monthly and provide next steps to improve adult/student outcomes and reduce any disproportionality
- Families will be engaged to provide input to the school on how things are going as well as receive information regarding best ways to support the student's learning