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MPS At-Risk Partnership School

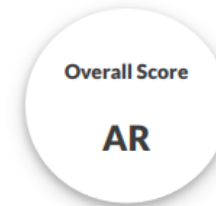
# Shalom High School

1749 N 16th Street  
Milwaukee, WI 53205

## 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 -  
Satisfactory Progress

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

[Notice of Educational Options](#)

#### Mission, Vision & Program Description

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

**Mission:** The mission of Shalom High School is to allow at-risk students an opportunity to earn high school diplomas and to prepare students to be productive, successful adults, good citizens, and to become responsible mature members of their communities.

**Vision:** Ultimately all students who leave Shalom will possess the necessary skills to make positive post-high school career, educational and/or employment choices.

#### Program Description:

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

#### 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 guidance and training for staff to support stronger connections with students through trauma-informed practices and sensitive language. Then we will see a greater sense of belonging and an increase in student engagement Which leads to increased student attendance and credit attainment.

- Working with the Milwaukee Mentors to provide training and a format for staff to implement with students
- Coaching and support will be given to students and families to reach graduation
- The Team will analyze data monthly to ensure all students are on track to graduate
- Data will be analyzed to address disproportionality

- Families will provide input on how their student feels regarding a sense of belonging to the school, graduation, attendance, and post-secondary planning

### 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 do..systematically teach independent soft skills (when I have a question, knowing where to go [3 b4 me,] organizational skills, time management skills). Then we'll see students able to problem solve, and identify non-teacher ways to engage in learning Which leads to students working with others more in cooperative learning.

- Staff will learn how to identify what students need to learn in order to reach grade level concepts and skills
- Staff be provided coaching and feedback on how they are implementing these strategies to more effectively teach students
- The Learning Team will meet monthly to analyze adult and student outcome data
- Data will be analyzed to address disproportionality
- Families will receive communication and opportunities to practice the instructional focus in the home or community

### 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 provide guidance and training for staff to support stronger connections with students through trauma-informed practices and sensitive language. Then we will see a greater sense of belonging and an increase in student engagement Which leads to increased student attendance and credit attainment.

- Attendance: An Angel List will be created so that each student has one adult to have as a mentor for regular daily attendance
- Behavior: Milwaukee Mentor Program will be implemented for all students
- The Climate and Culture Team will meet monthly to analyze adult and student outcomes-provide next steps to reduce office referrals and de-escalate incidents
- Data will be analyzed to address disproportionality
- Families will be surveyed to provide input on how things are going and what recommendations would they have for next steps (MKE Mentoring, Attendance, and Post-Shalom Opportunities)