

2024-2025 School Improvement Plan *at a glance*

State Report Card

Fails to Meet Expectations

12.9



Assata High School

Grades Served: 9-12

Principal: Carlotta Pritchett

3517 W. Courtland Ave.

Milwaukee, WI 53209



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities by including and enacting the use of checks for understanding in the classroom, then teachers will adequately progress monitor daily exit tickets. As a result, students will have their learning needs addressed in order to achieve proficiency as evidenced by increased graduation rates.

Culture and Climate

Mentoring

Theory of action: If we implement mentoring to support the development of self-discipline and self-motivation, then teachers and staff will build students' self-confidence, self-efficacy, and self-motivation as evidenced by increase in the number of students who attend school 70% or more.

School Vision and Values

School Vision

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 students' voices through artistic expressions, enhance students' self-actualization, strengthen students' life/social skills for postsecondary aspirations, and develop their appreciation for African American culture and its relevance in today's society.

School Mission

Assata provides a holistic, student-centered program that focuses on meeting students' 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 arts 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 (biweekly with teachers/students), recognizing students' achievements, and displaying student artifacts. We promote personal development by offering social/emotional services/activities, social clubs, sports, life skills training, restorative practices, and college/career explorations.

Long-Term Goals

ACCELERATING LEARNING

1. Schools will demonstrate a 5% increase in the number of students who score *meeting/advanced* in math and English language arts (overall and disaggregated by groups) on the state assessments for each consecutive year from the spring of the previous year to the spring of the current year.
2. Schools will demonstrate a 10% decrease in the number of students who score *developing* in math and English language arts (overall and disaggregated by groups) on the state assessments for each consecutive year from the spring of the previous year to the spring of the current year.

CULTIVATING EQUITABLE LEARNING ENVIRONMENT

1. Schools will maintain a 95% attendance rate.
2. Schools will have 100% of students regularly attending (90% of the time).
3. Schools will reduce the percentage of Black/African American students receiving behavior referrals (ODRs) by 10% by the end of the school year through the use of equitable practices as part of a multi-tiered system of support.

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