

2024–2025
School Improvement Plan
at a glance

Lynde and Harry Bradley
Technology and Trade School

Grades Served: 9–12
Principal: Aaron Shapiro

700 S. 4th St.
Milwaukee, WI 53204



State Report Card

Meets Expectations
67.4



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including strategies for student engagement, then teachers and staff will develop lessons that utilize literacy strategies to increase the level of student engagement. As a result, students will be more engaged in the learning as evidenced by school and district walk-through data and increased performance on literacy assessments by the end of the 2024–2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including building relationships and community, then teachers and staff will establish a welcoming classroom environment in which student mistakes are treated as opportunities to learn. As a result, students will engage in productive learning as evidenced by school and district walk-through data as well as the ODR data by the end of the 2024–2025 school year.

School Vision and Values

School Vision

To graduate every student with the necessary skills to build a prosperous future in the technology and trade fields by providing students with grade-appropriate work, strong instruction, deep engagement, and high expectations.

School Values

Our students.
Technology and trade opportunities.
Academic achievement.
Equity.
A positive school environment.

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.

Submit Feedback

Your feedback is important
and helps us to improve.

MPS