

2024-2025 School Improvement Plan *at a glance*

State Report Card
Alternate Rating -
Satisfactory Progress
AR
NA

James E. Groppi High School

Grades Served: 9-12
Principal: Syvell Hall
1312 N. 27th St.
Milwaukee, WI 53208



School Improvement Focus

Instruction

Preventing Dropouts

Theory of action: If we implement preventing dropouts, including personalized and continuously updated student progress and credit attainment monitoring through data chats, then teachers and staff will meet regularly with students and counselors to track and reinforce goals related to credit attainment toward graduation. As a result, students will participate in ongoing data chats related to academic performance, attendance, and credit attainment as evidenced by increased four-year and seven-year graduation rates by the end of the 2024-2025 school year.

Culture and Climate

Social and Emotional Learning

Theory of action: If we implement social and emotional learning, including identifying and providing non-academic resources and school-wide social-emotional practices, then teachers and staff will acknowledge and reinforce positive habits and further develop productive school-wide culture. As a result, students will engage with school-wide practices related to improving socio-emotional outcomes as evidenced by increased daily student attendance by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Groppi's primary goal is to meet the educational needs of at-risk students ages 17½ to 20. Groppi High School is an alternative high school with a limited number of seats available for enrollment. Groppi High School has adopted the motto "Where everybody is somebody" to reflect the culture of the building. Groppi High School has three programs: GEDO #2, GED competency-based curriculum, and accelerated credit recovery. Groppi students are provided with the opportunity to complete high school or recover credits and return to a comprehensive high school.

School Values

Groppi's values include social inclusivity, transparency in communication, consistency of expectations, instructional accessibility, and programmatic flexibility.

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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MPS