

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Few Expectations

49



Milwaukee Marshall High School

Grades Served: 9-12
Principal: Steven Howell

4141 N. 64th St.
Milwaukee, WI 53216



School Improvement Focus

Instruction

Career and Technical Education

Theory of action: If we implement career and technical education, including case methodology, NAF expeditions, NAF Academies, project-based learning, and work-based learning, then teachers and staff will implement teaching of communication, content literacy, collaboration, and problem-solving strategies. As a result, students will have more opportunities to improve literacy, develop transferable skills, and network as evidenced by students engaging in activities and decreasing failure rates in specific 3DE and NAF courses by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including community-building activities and creating/communicating the vision of Marshall as a career and technical education community, then teachers and staff will incorporate the aspects and skills in all classrooms. As a result, students will utilize their relationships with employers to enter the world of work as evidenced by attendance and behavior data, increased participation in work-based learning experiences, and case challenges by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Milwaukee Marshall fosters a culturally responsive environment of creative thinkers, self-directed learners, effective communicators, collaborative workers, and productive citizens ready for the future.

School Values

Milwaukee Marshall prepares future ready scholars through a comprehensive career and technical education curriculum that features four NAF Academies and 3DE. Each of these instructional models cultivates core competencies through work-based and project-based learning to inspire college and career ready scholars.

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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