

2024–2025
School Improvement Plan
at a glance

Milwaukee High School of the
Arts

Grades Served: 9–12
Principal: Larry Farris
2300 W. Highland Ave.
Milwaukee, WI 53233



MILWAUKEE
HIGH SCHOOL
of the Arts

State Report Card

Meets Expectations

67



School Improvement Focus

Instruction

Preventing Dropouts

Theory of action: If we implement preventing dropouts, including alignment of instruction to standards/district curriculum guides, use of checks for understanding in the classroom, and strategies for student engagement, then teachers and staff will implement curriculum with fidelity using Tier 1 and 2 instruction, checks for understanding using formative assessments and performance assessments, and engaging students in learning using the pre-AP shared principles. As a result, students will be engaged in learning through classroom strategies and demonstrate proficiency in standards as evidenced by student achievement data, including classroom unit assessments and student grades by the end of the 2024–2025 school year.

Culture and Climate

Trauma-Sensitive Schools

Theory of action: If we implement trauma-sensitive schools (TSS), including using TSS-appropriate language as well as setting up and teaching students how to use the regulation tools/spaces in the classroom, then teachers and staff will encourage and guide students to recognize when they are becoming dysregulated and use steps to reset. As a result, students will be able to better monitor and regulate their own emotions. This will enable students to be more engaged in class activities, stay within the classroom to receive instruction, and be more part of the class community as evidenced by walk-through data and TSS survey data by the end of the 2024–2025 school year.

School Vision and Values

School Vision

Milwaukee High School of the Arts will provide a high-quality educational program for students in grades 9–12 that develops the whole person, integrating the arts, creative expression, and college preparatory academics. We develop students academically, artistically, and socially for success in higher education, post-education opportunities, employment, and citizenship.

School Values

Collaboration.
Creative expression.
Evidence-based reasoning.
Communication.

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

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MPS