

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Few Expectations

54.5



North Division High School

Grades Served: 9-12
Principal: Jason McCord

1011 W. Center St.
Milwaukee, WI 53206



School Improvement Focus

Instruction

Preventing Dropouts

Theory of action: If we implement preventing dropouts by providing effective professional development regarding culturally responsive teaching practices, then teachers and staff will plan more engaging lessons. As a result, students will earn more credits as evidenced by an increase in students graduating 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 PBIS initiatives, then teachers and staff will celebrate students' positive achievements and behaviors. As a result, students will feel more of a sense of community and attend classes at a higher percentage as evidenced by students attending school at a 90% or more rate by the end of the 2024-2025 school year.

School Vision and Values

School Vision

We are a "legacy strong/future ready" community school. We prepare our scholars to be lifelong leaders and learners who will positively impact society. We will achieve this by focusing on core academics, by providing our scholars with grade-appropriate/culturally relevant instruction, transitional skills, deep engagement, and high expectations, and by emphasizing the social-emotional development of our scholars.

School Values

Respect.
Engagement.
Empowerment.
Integrity.
Equity.
Responsibility/accountability.
Relationship building.
Lifelong learners.

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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