

2024-2025 School Improvement Plan *at a glance*

State Report Card
Alternate Rating -
Satisfactory Progress
AR
NA

Project STAY High School

Grades Served: 9-12
Principal: Trinette Green
609 N. 8th St.
Milwaukee, WI 53233



School Improvement Focus

Instruction

Preventing Dropouts

Theory of action: If we implement preventing dropouts, including providing intensive, individualized support to students who have fallen off track and face significant challenges to success, then teachers and staff will develop lessons that provide differentiation and scaffolding for student success. As a result, students will engage in guided practice with teacher support as evidenced by student pass rates by the end of the 2024-2025 school year.

Culture and Climate

Restorative Practices

Theory of action: If we implement restorative practices, including the following specific component for schools with many at-risk students—create small, personalized communities to facilitate monitoring and support—then teachers and staff will identify a theme to help build a strong sense of identity and community and to improve student engagement. As a result, students will attend regularly and be engaged as evidenced by attendance, grades, and graduation by the end of the 2024-2025 school year.

School Vision and Values

School Vision

To develop graduating students who have the growth mindset and emotional intelligence to successfully navigate their family life, community spaces, employment opportunities, and future education.

School Values

Project STAY staff members are a community of adults who honor student life experiences and align meaningful, culturally relevant content with academic standards to build on learner capacity. Nurturing relationships and trauma-informed practices promote increased attendance and academic achievement. We offer a nine-week term with a half-day schedule and a 10:1 student-staff ratio, serving at-risk students ages 16-21.

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