

2024–2025
School Improvement Plan
at a glance

South Division High School

Grades Served: 9–12
Principal: Jose Trejo
1515 W. Lapham Blvd.
Milwaukee, WI 53204



State Report Card

Meets Few Expectations

53.2

★★

School Improvement Focus

Instruction

Community Schools—Culturally Responsive Teaching Practices

Theory of action: If we implement community schools—culturally responsive teaching practices, including professional development (literacy, including culturally responsive practices to support ELs), collaborative planning, and progress monitoring in the area of reading, then teachers and staff will develop and implement standards-aligned reading instruction. As a result, students will engage in literacy instruction that directly supports increasing their reading proficiency levels and language acquisition level as evidenced by a 5% increase in the number of students who score *proficient* on Star from spring 2024 to spring 2025 and a 10% decrease in number of students who scored *below basic* on Star from spring 2024 to spring 2025 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 components—community school priority of meaningful relationships and community’s strategies of welcome circles, reentry circles, restorative conferences, and in-classroom restorative practices and reentry support—then teachers and staff will engage in restorative interactions with students, especially following an extended absence. As a result, students will feel a stronger sense of belonging and more supported, engage in restorative procedures following conflict, and engage in a restorative re-entry procedure after an extended absence as evidenced by circle exit surveys, an increase in attendance, and an overall decrease of referral rate for Black/African American students from 48% to 43% from the 2023–2024 to 2024–2025 school year by the end of the 2024–2025 school year.

School Vision and Values

School Vision

South Division is a community school that honors the multicultural and multilingual backgrounds of all our students and provides a safe and nurturing environment that prepares students to be successful in high school and beyond. Our goal is to expose our students to an array of opportunities in all fields, with an emphasis on the education and health career fields, in order to create lifelong leaders and learners in a changing world.

School Values

Cultural experiences that meet the individual needs of our students through a school-wide community effort.
Active parent involvement and community partnerships.
Responsible civic engagement, student leadership experiences, and service-learning opportunities.
Diverse curriculum (bilingual programs, NAF, Advanced Placement, honors courses, alternative education programs, electives, and ELL programs).
Increasing students’ capacity to learn and to succeed in life.
Nurture career and college readiness.
Address academic needs of students through the implementation of differentiated instructional pedagogies.
Lasting educational experiences through regular and consistent school attendance.
Students’ intellectual and emotional growth.

Long-Term Goals

ACCELERATING LEARNING

- 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.
- 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

- Schools will maintain a 95% attendance rate.
- Schools will have 100% of students regularly attending (90% of the time).
- 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

Your feedback is important and helps us to improve.

MPS