

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Expectations

59.7



Harold S. Vincent High School of Agricultural Sciences

Grades Served: 9-12
Principal: Heidi Zealley

7501 N. Granville Rd.
Milwaukee, WI 53224



School Improvement Focus

Instruction

Preventing Dropouts

Theory of action: If we implement preventing dropouts, including the alignment of instruction to standards/district curriculum guides, then teachers and staff will implement the curriculum with fidelity. As a result, students will increase proficiency as evidenced by grades, credit attainment, progress reports, and district and state assessments by the end of the 2024-2025 school year.

Culture and Climate

Sense of Belonging

Theory of action: If we implement a sense of belonging, including culturally relevant procedures and expectations that promote inclusion, then teachers and staff will create a welcoming and safe environment throughout the school day. As a result, students will model and maintain a welcoming environment as evidenced by a decrease in the suspension rate and increase in attendance by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Vincent High School of Agricultural Sciences envisions an environment that encompasses the whole or entire student. Through educational opportunities, creativity, respect, and a commitment to growing to our full potential, we produce students who are college and career ready, socially conscious, and productive global citizens who are prepared to impact society through agricultural sciences.

School Values

Students and staff at Vincent High School of Agricultural Sciences value equity, diversity, and belonging through respect, communication, and understanding. We will strive to build a foundation for intrinsic motivation, financial literacy, and social consciousness.

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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