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MPS At-Risk Partnership School

Shalom High School

1749 N 16th Street
Milwaukee, WI 53205

School Improvement Plan At-A-Glance 2020-2021

ESSA Rating

2018-2019 Alternate Rating:



Alternate Rating - Needs Improvement

ESSA Accountability Report 2018-2019:
Not Identified

Full Plan can be accessed [HERE](#).

Shalom High School: Mission and Vision

Mission: The mission of Shalom High School is to allow at-risk students an opportunity to earn high school diplomas and to prepare students to be productive, successful adults, good citizens, and to become responsible mature members of their communities.

Vision: Our vision is that ultimately all students who leave Shalom High School will possess the necessary skills to make positive post-high school career, educational and/or employment choices.

School Goals, Strategies, Action Steps and Tasks (August 17- October 16)

Focus Area: Instructional Practices (Reading/ELA and Math) Goals (Contract Measure b, c, m)

Strategies: Our school will implement an intentional focus on curriculum alignment throughout all grades. This continuum of high-quality instructional programs and practices is designed to strengthen core instruction and build a strong foundation across content areas with a focus on mastery of reading, writing, and mathematical skills.

Action Step: Our school will create, implement, and monitor an overarching instructional plan to address reading, writing and math focus areas and strategies throughout the 2020-21 school year through the use of evidence-based professional learning for staff in content knowledge and instructional practices. The professional learning will be aligned to curriculum, assessments and standards focusing on a topic for a minimum of 50 hours overtime. Authentic experiences will be provided where teachers can collaborate and struggle through issues related to implementing the new information into their practice. All professional learning will include measurable outcomes for learning, implementation and student learning. Ongoing support must be evident such that staff are provided coaching, mentoring, observations and feedback to successfully implement their learning.

Tasks:

- **Professional Development:** “Setting objectives, aligning activities & assignments, and providing feedback.”
- **Observing Implementation within the classrooms and providing feedback** – provided through the administration team
- **Coaching and Supporting Classroom Teachers** - provided through the administration team
- **Reviewing teacher progress data, student progress data and overall impact throughout the 9-week cycle**

Action Step: Our school will provide a system of academic intervention support - both teacher-led and on-line - (Rtl Tier 2 and Tier 3) to ensure that all students who are eligible for academic interventions have been identified and are scheduled into a session that will lead to fidelity for each child. Schools will implement eMLSS response to

intervention (RtI) practices for the academic needs of all students. All RtI practices start **with** Tier 1, core instruction for all students. Schools must ensure their Tier 1 instruction meets the needs of all students through differentiation and scaffolding to support students. After ensuring students receive Tier 1 core instruction at fidelity, schools support students through an equitable multi-level system of tiered supports.

Tasks:

- **Identifying students in need of additional academic supports – teacher led and online interventions**
- **Monitoring of data and student progress on a monthly basis through team meetings and determining next steps (supports)**
- **Online and teacher-led interventions provided through MyPath**

Shalom High School: Program Description

Program Description: Shalom offers an academic program leading to a high school diploma for students who meet the criteria of being at-risk as defined by Wisconsin state statutes. Shalom has developed a competency-based accelerated learning model. It is based on leading educational research. Students earn credits through the traditional classroom model and through competencies in the form of skills projects. Shalom works with students to map out the best feasible individual path for graduation. This includes but is not limited to: Tradition coursework in a classroom, online courses, competency-based curriculum, blended learning, etc. Students must also prepare and present a senior portfolio (Defense of Graduation) before a graduation committee. Shalom’s competency-based credit earning model and its senior portfolio assessment require students to critically examine their own knowledge, take responsibility for their own learning, and articulate preparedness for life beyond high school. Shalom’s current contract term ends in 2020-2021.

[2020-2021 Shalom Program Description](#)

Focus Area: College and Career Readiness

Goals (Contract Measures d, e, f, j, l)

Action Step: Our school will successfully implement the required procedures, processes, and programs to increase graduation rates and credits earned.

Tasks:

- **Identify students from present and past year graduation cohorts, analyze their course needs, and develop an Individualized learning plan for the school year that meets their needs.**
- **Analyze whole school transcripts, and schedule course offerings for each trimester based on student needs**
- **Data Mondays. Advisors lead students to reflect on their weekly grade updates and assignment completion and set goals for the coming week.**
- **Weekly grade updates reflecting course assignment completion and current grade emailed to parent/guardian/stakeholder**
- **Midterm reports generated 6 weeks into every trimester and sent to parent homes**
- **Formal transcript reviews with potential seniors**

Focus Area: Climate and Culture

Goal (Contract Measures h, k, i)

Strategies: Our school believes that a supportive environment requires the need for embracing equitable practices, building strong emotional/social structures and developing environments of safe and secure educational risk taking, which is expected for each and every individual. To that end our school will implement a school-wide support system for the implementation of PBIS strategies within an Equitable Multi-Level System of Support (EMLSS) to address suspensions, referrals, and attendance issues in the district with an emphasis on Black students and students with special needs. Our school will implement eMLSS response to intervention (RtI) practices for the behavioral needs of all students. All RtI practices start with Tier 1 for all students. Schools must ensure their Tier 1 behavior supports meets the needs of all students through differentiation and scaffolding to support students. After ensuring students receive Tier 1 at fidelity, schools support students through an equitable multi-level system of tiered supports. Lessons and programs need to meet the ESSA Tiers of Evidence.

Action Step: Our school will institute and execute a functioning PBIS team as part of an Equitable Multi-Level System of Support (eMLSS) to implement and monitor PBIS practices to support attendance and suspension/referrals. We will provide Tier 1 support for all students aimed to create a positive climate and culture in which all students are active members of the school and classroom community with multiple positive relationships with adults and peers.

Tasks:

- **Welcome calls and letters from advisory**
- **Orientation in classes that includes collaborative norm setting**
- **Goal setting activities done in collaboration with students and a student identified “coach(es)” (from family or community members.) (identifying preferred communication strategy, interest inventory, life goals, expectations from school, schools’ expectations of student/coach(es))**

- **Virtual community building activities done in advisory on a weekly basis.**

Action Step: Our school will implement an attendance plan to address the issues related to attendance and chronic absenteeism within an Equitable Multi-Level System of Support (eMLSS).

Tasks:

- **Weekly attendance calls or texts - reviewing previous weeks attendance with guardian / “coach.” Supported through “remind” app (or some app)**
- **Virtual data Monday - students review previous weeks attendance rate and set goals for the coming week**
- **Monthly attendance competitions and incentives (raffles, etc.)**
- **Bit team will review data to identify students whose attendance is particularly or whose attendance pattern has changed to implement interventions**

Action Step: Our school will provide a system of attendance intervention support (Rtl Tier 2 and Tier 3) to ensure that all students who are eligible for an attendance intervention have been identified, supported, and monitored through an identified BIT Team.

Tasks:

- **BIT team will meet monthly to review attendance data, and identify students in need of Tier 2 or 3 supports and plan interventions.**
- **Students not attending (or falling behind) virtually will be scheduled for bi-weekly “academic support time” attend in person; students can also sign up to join**
- **Daily attendance calls or texts - reviewing concerns. Supported through “remind” app.**
- **Social Worker home visits**

Action Step: Our school will address discipline disproportionality through an equitable multi-level system of support (eMLSS).

Tasks:

- **BIT team will review data monthly for disproportionality of discipline measures with focus on gender, SPED status, homeless status**
- **BIT team will identify and review data for students eligible for tier 2/3 supports.**

Action Step: Our school will provide a system of behavioral intervention support (Rtl Tier 2 and Tier 3) to ensure that all students who are eligible for a behavior intervention have been identified, supported, and monitored through an identified BIT Team.

Tasks:

- **BIT team will review monthly trends in behavior, referrals, and suspension to identify students for interventions and supports.**
- **BIT team and staff will identify students who may benefit from the schools SCPMH mental fitness supports. SCPMH team members will reach out to families to offer these services**
- **BIT team will work with administration to identify and implement behavioral supports**

Focus Area: Family Engagement

Action Step: Our school will engage families in the school improvement process throughout the year. The feedback gathered will be used to inform the creation and improvement of the ongoing school improvement process.

Tasks:

- **Start the school year with a meeting between a student and a student identified coach (family or community member) to establish rapport, set goals, establish expectations on both sides.**

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| | <ul style="list-style-type: none">• Assign someone on staff (Parent Coordinator) to identify school-based events (e.g., open house, parent-teacher conferences, sporting events, game nights, etc.) where parents will be in attendance.• Create a plan to systematically collect input from parents related to the strategies used in the SIP.• Create tasks to share the input, after each event, with the staff through the principal. |
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