

2024-2025

School Improvement Plan

at a glance

State Report Card

Exceeds Expectations

73.8



Rufus King International High School

Grades Served: 9-12

Principal: Doreen Badillo

1801 W. Olive St.

Milwaukee, WI 53209



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including the following specific components—building leadership team, ambitious instruction, BIT academic team, and department meetings (organizing and analyzing student data, creating stronger instructional practices for teachers)—then teachers and staff will create consistent curriculum, more scaffolded assessments, and opportunities for students to improve through timely, consistent feedback. As a result, students will have improved engagement as well as improved achievement in ELA and math as evidenced by improved snapshot grades, decreased failure rates, increased scores on classroom assessments based on standards, and increased ACT, Star, and ACCESS testing scores by the end of the 2024-2025 school year.

Culture and Climate

Trauma-Sensitive Schools

Theory of action: If we implement trauma-sensitive schools, including the following specific components—the Girls of Color partnership program and the Black and Latino Male Achievement program, mediation and restorative practices, SAIG groups, SCICO, and ongoing staff professional development in social and emotional learning and culturally responsive teaching—then teachers and staff will have a more culturally responsive approach, which can help them address disruptions in the classroom before they become larger disruptions; staff will also consistently enforce boundaries. As a result, students will have an improved sense of belonging and connection to the school and staff, and students will gain coping skills, build resiliency, and display fewer behavior issues as evidenced by staff surveys and reduced number of referrals by the end of the 2024-2025 school year.

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.

Submit Feedback

Your feedback is important and helps us to improve.

