

2024-2025 School Improvement Plan *at a glance*

State Report Card

Exceeds Expectations

80.3



James Madison Academic Campus

Grades Served: 9-12
Principal: Alonzo Fuller

8135 W. Florist Ave.
Milwaukee, WI 53218



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including using uniform agendas to discuss and implement lesson planning, consistent formative assessments with fidelity, rubrics, and checks for understanding in classes, then teachers and staff will provide more structured and engaging classrooms. As a result, students will grow in learning and proficiency as evidenced by school-based assessments, Star data and ACT data, and grades credit attainment by the end of the 2024-2025 school year.

Culture and Climate

Community Schools

Theory of action: If we implement community schools, including building a positive and supportive school climate, increased academic opportunities, and authentic family/community engagement and support, then teachers and staff will create a more positive, supportive, empathetic, and welcoming school community, providing a healthy restorative environment for everyone to learn and grow where expectations are clear and consistent throughout the school. As a result, students will have a strong sense of belonging, engagement, and a safe community to learn and thrive as evidenced by the student climate survey and community school action plans by the end of the 2024-2025 school year.

School Vision and Values

School Vision

James Madison Academic Campus is a community school where all students are guided by attentive and caring staff to become well-taught scholars who are "future ready."

School Values

Positive and supportive school climate.
Increased academic opportunities.
Authentic family/community engagement and support.

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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