

2024–2025
School Improvement Plan
at a glance

**Andrew S. Douglas
Middle School**
Grades Served: 6–8
Principal: Zerda Palmer
3620 N. 18th St.
Milwaukee, WI 53206



State Report Card
Fails to Meet Expectations
44.5
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School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including student engagement strategies, then teachers and staff will utilize research-based, culturally relevant engagement practices in all classrooms. As a result, students will actively participate in utilizing the engagement strategy to produce writing as evidenced by walk-through data and student work samples (paragraphs) by the end of the 2024–2025 school year.

Culture and Climate

Social and Emotional Learning

Theory of action: If we implement social and emotional learning (SEL), including character trait lessons based on behavior data, then teachers and staff will facilitate SEL lessons. As a result, students will actively listen and discuss character traits and skills as evidenced by student journals and a decrease in learning environment referrals by the end of the 2024–2025 school year.

School Vision and Values

School Vision

Our vision at Douglas is to build a community-based resource hub for families that is inclusive of all community members—a socially and emotionally safe environment where students are equipped with the academic, social, technological, and collaborative skills needed to thrive in a 21st-century society.

School Values

Each student is an individual with a voice and a purpose.

Relationship building is at the foundation of teaching and learning.

Our school community is a resource that positively impacts the families it serves.

Parents/guardians are valued partners in school-based decision-making.

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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