

2024-2025 School Improvement Plan *at a glance*

State Report Card

Fails to Meet Expectations

42.6



Morse Middle School for the Gifted and Talented

Grades Served: 6-8

Principal: Dr. Tanzanique Carrington

6700 N. 80th St.

Milwaukee, WI 53223



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including using grade-appropriate, district-adopted curriculum as executed through the IB framework, then teachers and staff will deliver high-quality content with fidelity within the IB framework. As a result, students will increase their proficiency in English language arts as evidenced by proficiency scores on ELA sections of standardized tests and classroom-based assessments by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including instituting universal expectations for all students and universal procedures for all times and places, then teachers and staff will uphold school expectations. As a result, students will understand expectations and procedures throughout the school as evidenced by a 20% reduction in the proportion of referrals for Black/African American students by the end of the 2024-2025 school year.

School Vision and Values

School Vision

We envision that every student at Morse Middle School for the Gifted and Talented will grow academically, socially, and emotionally to become lifelong learners, productive citizens, and future leaders of our community and the world.

School Values

High-quality, rigorous instruction for all students.

Ethics.

International mindedness.

Belief that our students can go anywhere and do anything.

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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