

2024-2025

School Improvement Plan

at a glance

State Report Card

Meets Few Expectations

49.7



Roosevelt Creative Arts Middle School

Grades Served: 6-8

Principal: Tiffany Fisher

800 W. Walnut St.

Milwaukee, WI 53205



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including standards that are aligned to expectations in instruction, use of checks for understanding in the classroom, and strategies for student engagement, then teachers and staff will deliver standards-aligned lessons with explicit instruction. As a result, students will engage in high-quality instruction aligned with standards as evidenced by an increase in proficiency on the HMH assessments collected monthly by the end of the 2024-2025 school year.

Culture and Climate

Restorative Practices

Theory of action: If we implement restorative practices, including expectations and procedures, accountability systems, and skill development, then teachers and staff will implement community circles, demonstrate healthy relationship practices, and reflect and revise current community practices. As a result, students will demonstrate a healthy rapport among the Roosevelt Creative Arts Middle School community by utilizing restorative practices as evidenced by a decrease in referrals for Black/African American students and positive walk-through data by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Roosevelt Creative Arts Middle School aims to validate the experience of every student and infuses the arts to academically, emotionally, and socially prepare all students for high school and beyond.

School Values

We value the arts and academics.
We value individual expression and experiences.
We value accountability, reflection, and awareness.
We value relationships and open communication.
We value resilience and perseverance.

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.

