

# 2024–2025 School Improvement Plan

*at a glance*

## State Report Card

Meets Expectations

63.7



# Wedgewood Park International School

**Grades Served: 6–8**  
**Principal: Elhadji Ndaw**

6506 W. Warnimont Ave.  
Milwaukee, WI 53220



## School Improvement Focus

### Instruction

#### Professional Learning Communities

Theory of action: If we implement professional learning communities, including the following specific components—analyzing student data, articulating lesson plan design, and examining the teacher edition of upcoming content—then teachers and staff will be able to scaffold and differentiate grade-level content to teach to student-based needs using the instructional design with fidelity. As a result, students will increase proficiency in math as evidenced by pre- and post-classroom assessments done during each unit by the end of the 2024–2025 school year.

### Culture and Climate

#### PBIS

Theory of action: If we implement PBIS, including strategies to build relationships with students, know how to de-escalate students, and co-create rules and expectations regarding the learning environment with students, then teachers and staff will be equipped with behavior management strategies. As a result, students will increase on-task behavior and decrease escalations through self-regulation strategies as evidenced by a decrease in referrals and suspensions of chronic disruptions in the learning environment by the end of the 2024–2025 school year.

## School Vision and Values

### School Vision

Vision: Wedgewood Park International School aims to be the most successful IB Middle Years Programme at developing inquiring, knowledgeable, and respectful lifelong learners who meet the challenges of a diverse world through intercultural understanding and rigorous learning experiences.

### School Values

Champion the IB mission. Our “why” is to affirm the IB mission by educating all students.

Diversity: purpose the creation and innovation of all our students and staff by harnessing diversity and varying viewpoints.

Curious: we believe that lifelong learning is vital to Wedgewood students and staff, whether that means being inquisitive, listening without judgment, or asking for help.

Challenge: we believe in a challenging curriculum and a way for students to consolidate their learning and teachers to guide them.

Reflective: we engage all stakeholders in critical self-reflection to assess culturally responsive curriculum and uncover implicit biases and assumptions.

## 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.