

2024-2025 School Improvement Plan

at a glance

State Report Card

Exceeds Expectations

78.5



Golda Meir School

Grades Served: 3-12
Principal: Michelle Morris-Carter

1555 N. MLK Jr. Dr.
Milwaukee, WI 53212



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including selecting specific strategies to increase both the frequency and quality of reading and writing in their content area, then teachers and staff will use the agreed-upon strategies in their classrooms and provide quality feedback to students on their work. As a result, students will increase their capacity for producing quality writing in all content areas as evidenced by improved reading/writing scores on classroom assessments, Star, Forward, ACT, and other standardized assessments 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, including culturally responsive practices such as VABB, identifying biases, building individual relationships with students, creating brave spaces, etc., then teachers and staff will utilize effective and culturally relevant classroom management strategies. As a result, students will feel respected and empowered to succeed in every classroom at Golda Meir School, as evidenced by decreased referrals and suspensions for all students, especially those in the targeted student groups, by the end of the 2024-2025 school year.

School Vision and Values

School Vision

We envision Golda Meir School as a community that embraces our diverse school environment. All students will work collaboratively to develop themselves as critical thinkers who will flexibly and reflectively transfer skills to real-world situations. By 2025, every student will meet or exceed all grade-level and course expectations. Students will develop self-advocacy skills to reach their personal and postsecondary goals, which will empower them to become change agents in a global society.

School Values

The Golda Meir School community values the process of learning.

We foster respectful relationships that validate and affirm the cultural beliefs and experiences of all students and staff, leading to academic and professional growth.

We provide meaningful, real-world, experiential learning opportunities for all students.

We view partnerships with families and the community as critical to our school's success.

We nurture the individuality of all students and encourage them to ask questions as they pursue personal interests.

We challenge students and staff to engage in problem solving with a growth mindset and find solutions through productive struggle.

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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