

2024-2025 School Improvement Plan *at a glance*

State Report Card

Fails to Meet Expectations

46.1



GreenTree Preparatory Academy

Grades Served: 6-12

Principal: Dr. Katrina Fisher

6850 N. 53rd St.

Milwaukee, WI 53223



GreenTree

Preparatory Academy

School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities by including and enacting instructional focus regarding vocabulary and word acquisition via effective data dives (pre-/post-assessment/data-driven instruction/progress monitoring in all content areas) and pedagogical analysis, then teachers and staff will implement and effectively execute instructional strategies to actively engage all students in the core learning. As a result, students will actively participate in all learning for all content areas as evidenced by an increase in proficiency on classroom assessments, standardized tests, and student work samples by the end of the 2024-2025 school year.

Culture and Climate

Restorative Practices

Theory of action: If we implement restorative practices by including and enacting community building, framework norms, and introduction of restorative practices topics during advisory, then teachers and staff will develop strong, positive relationships with all students. As a result, students will be engaged in classroom work and have positive relationships with peers and staff as evidenced by increased attendance and on-task behavior and decreased referrals and suspensions by the end of the 2024-2025 school year.

School Vision and Values

School Vision

GreenTree Preparatory Academy's vision is to provide a safe, nurturing, and professional community of learning where students are educated, empowered, and enabled to develop the essential skills necessary to lead and exceed.

School Mission

GreenTree Preparatory Academy's mission is to build a body of student leaders who will lead or own tomorrow's businesses.

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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