

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Expectations

62.9



William George Bruce Elementary School

Grades Served: K3-Grade 5

Principal: Lisa Turner

6453 N. 89th St.
Milwaukee, WI 53224



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including unpacking ELA standards and analyzing student assessments, then teachers and staff will have a better understanding of ELA content and students' needs. As a result, students will acquire skills and show growth in understanding of ELA content as evidenced by formative assessments, classroom assessments based on standards, and Star data by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including classroom morning meetings, classroom newsletters, and the use of ClassDojo to communicate with students and families, then teachers and staff will establish strong relationships with scholars. As a result, students will find more joy as evidenced by Second Step data and ClassDojo data by the end of the 2024-2025 school year.

School Vision and Values

School Vision

William George Bruce Elementary School is committed to incorporating high expectations in a learning environment that will provide differentiated, rigorous, engaging, standards-based, data-driven instruction in a nurturing and caring environment of safety and support for all scholars and families,

School Values

Every adult at William George Bruce Elementary School is committed to supporting all stakeholders in our school community (scholars, families, staff, and community members) and embraces the following expectations: value diversity, utilize open and honest communication, commit to equitable practices that drive improvement to scholars' academic achievement through data-focused instruction, provide social-emotional support, and maintain high expectations.

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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