

2024-2025

School Improvement Plan at a glance

State Report Card

Meets Few Expectations
51.1



Dr. Benjamin Carson Academy of Science

Grades Served: K4-Grade 8
Principal: Chrystal White

4920 W. Capitol Dr.
Milwaukee, WI 53216



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including analyzing student work or data, collaborative planning, and discussing next steps for instruction, then teachers and staff will improve instructional practices. As a result, students will have an increased understanding of grade-level content as evidenced by increased proficiency in ELA on universal assessments and a decrease in the number of students scoring *significantly below* proficient on assessments by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including the following specific component—fostering better relationships between teachers, students, and families—then teachers and staff will create a welcoming environment, hold consistent class meetings, and communicate more easily with families. As a result, students will attend school more as evidenced by a greater number of students who attend school 90% or more of the time by 10% by the end of the 2024-2025 school year.

School Vision and Values

School Vision

At Dr. Benjamin Carson Academy of Science, we envision scholars exhibiting leadership qualities to prepare for success as global citizens. Our future scientists will be actively engaged in content integration-driven instruction with a focus on science, technology, engineering, arts, and math (STEAM).

School Values

Commitment: Implement culturally responsive practices that advance equity in curriculum, content-integrated instruction, program development, and staff development.

Respect: Foster an environment of respect through collaboration with scholars, families, staff, and the surrounding community.

Collaboration: Work together to align student learning outcomes and improve school culture through intentional collaboration among staff.

Inclusion: Celebrate every scholar's strengths with the belief that all scholars are capable of learning and contributing to the learning community.

Community-minded: Develop relationships with the community and within the school to provide mentoring opportunities for all of our scholars.

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.

