

2024-2025 School Improvement Plan

at a glance

State Report Card

Meets Expectations

65.2



Cass Street School

Grades Served: K4-Grade 8

Principal: Tyrone Nichols

1647 N. Cass St.

Milwaukee, WI 53202



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including creating a grade-level progress monitoring and analysis system, then teachers and staff will plan and design instruction based on student needs. As a result, students will increase proficiency in ELA by 5% as evidenced by an increase in proficiency in state/district assessments and common grade-level 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 creating a positive classroom community through relationship building, then teachers and staff will teach SEL lessons, attendance knowledge, accountability, and goal setting. As a result, students will increase their attendance by 3% or attend school 90% or more as evidenced by school attendance data by the end of the 2024-2025 school year.

School Vision and Values

School Vision

The Cass Street School community develops mindful leaders through a culturally responsive approach in the areas of science, technology, engineering, arts, mathematics, and literacy for success in high school, higher education, careers, and citizenship.

School Values

We believe that everyone should be on time (punctual), on task (cognitively and actively engaged in learning activities), and on a mission (focused on social and academic goals).

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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