

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Expectations

59.1



Jeremiah Curtin Leadership Academy

Grades Served: K4-Grade 8
Principal: Veronica Leshok

3450 S. 32nd St.
Milwaukee, WI 53215



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including common formative assessments, then teachers and staff will use data to inform instruction. As a result, students will participate in needed instruction, including background knowledge and pre-teaching, and formative assessment, including revising assessments based on feedback, leading to increased student outcomes as evidenced by improved growth in reading for all student groups 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 relationships and community building, then teachers and staff will increase positive communication with parents. As a result, students will feel a sense of belonging in the school as evidenced by fewer student referrals for our Black/African American students by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Jeremiah Curtin Leadership Academy, a STEM-focused school, is committed to providing a culturally responsive education that meets the needs of the whole child, resulting in equitable outcomes for all students in the areas of academic achievement and social-emotional development.

At Jeremiah Curtin Leadership Academy, all learners will engage in leadership and learning experiences that are meaningful with real-world application by

engaging,
thinking,
collaborating,
innovating,
creating.

School Values

Culturally responsive education that results in equitable outcomes for all students.

Providing leadership opportunities to all students that recognizes and leverages their individuality and strengths.
Cultivating a school culture, climate, and experiences that intrinsically motivate students to attain their goals.
Creating engaging experiences through student-led learning that is inclusive of each student's learning style through technology, tactile experiences, inquiry, discourse, etc.
Collaborating and partnering with all stakeholders, inclusive of staff, students, families, and community members.

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.