

2024-2025 School Improvement Plan *at a glance*

State Report Card

Fails to Meet Expectations

38.5



Eighty-First Street School

Grades Served: K3-Grade 5

Principal: Qiana Dright

2964 N. 81st St.

Milwaukee, WI 53222



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including a professional learning community template to review reading data and student work, then teachers and staff will plan data-informed explicit instruction that is aligned to district standards. As a result, students will engage in differentiated small groups that address instructional needs as evidenced by an increase in student proficiency on reading progress monitoring assessments (Star/formative assessments) by the end of the 2024-2025 school year.

Culture and Climate

Sense of Belonging

Theory of action: If we implement a sense of belonging, including all teachers receiving professional development and using welcoming rituals to start the school day and an opportunity to receive coaching, then teachers and staff will engage in a greeting and opening ritual when students enter the classroom and identify students who need additional connection. As a result, students will feel emotionally and physically safe in school and classrooms as evidenced by training outcomes, implementation of strategies, and student surveys by the end of the 2024-2025 school year.

School Vision and Values

School Vision

We envision that all Eighty-First Street students will receive high-quality instruction in a most-inclusive environment to include student achievement with annual reviews to ensure that our students will be successful, lifelong learners.

School Values

Students come first.

Educators and school staff have high expectations for all students and provide the foundation for their academic success.

Leadership, educator development, and child-driven, data-informed decision making are keys to student achievement.

Equity drives all decision making.

Involved families are integral to increasing student achievement.

Student voice is encouraged and respected.

Quality community partnerships add value.

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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