

2024-2025 School Improvement Plan *at a glance*

State Report Card

Fails to Meet Expectations

45.2



Fifty-Third Street School

Grades Served: K4-Grade 8

Principal: Casey McEvilly

3618 N. 53rd St.

Milwaukee, WI 53216



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including scaffolding and differentiation, then teachers and staff will be able to effectively teach students with gaps in learning according to Star results. As a result, students will complete differentiated work at their level in small groups as evidenced by Star scores, HMM assessments, and i-Ready data 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 morning meetings utilizing RISE relationship-building strategies, then teachers and staff will utilize learned strategies to build authentic relationships with students. As a result, students will state their daily goals for their behaviors and use positive communication with peers as evidenced by fewer Black/African American student referrals by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Fifty-Third Street School will provide all students with an equitable education to ensure success in high school.

School Values

Positive community and stakeholder partnerships.
Data-driven instruction and assessment.
Equitable education.
Professionalism.
Restorative practices.
Welcoming environment.
Teamwork and collaboration.

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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