

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Expectations

60.6



U. S. Grant School

Grades Served: K4-Grade 8

Principal: Thomas Bruno

2920 W. Grant 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 (1) grade-level planning on content-specific vocabulary, (2) utilizing and evaluating results of common grade-level classroom assessments based on standards, and (3) digital or printed vocabulary walls, then teachers and staff will design, implement, and progress monitor vocabulary acquisition and use the data collected to guide future instruction. As a result, students will increase their understanding of content vocabulary as evidenced by improved vocabulary scores in our classroom assessments, IXL, i-Ready, and Star scores by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including (1) the use of ClassDojo with fidelity, (2) the review of students' attendance rates monthly, and (3) the collection of information from families attending school events, then teachers and staff will communicate regularly with students and families regarding the importance of attendance and school-wide events. As a result, students will understand the importance and increase their attendance rate, and they will participate in school events as evidenced by improved student attendance data by the end of the 2024-2025 school year.

School Vision and Values

School Vision

The vision of U. S. Grant School is to prepare our students to meet or exceed proficiency in state standards in all subject areas so that they are successful in their future educational endeavors while becoming contributing members to society.

School Values

Our staff at U. S. Grant holds high expectations for individual achievement. Our student-centered curriculum focuses on educating the whole child with an emphasis on learning by integrating technology in the areas of reading, language arts, science, social studies, and mathematics. We provide experiences for children that motivate them to become better prepared to meet the demands of the 21st century. These experiences develop the child intellectually, socially, emotionally, and physically so that they are able to make meaningful decisions in our society.

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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