

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Expectations

68.8



Gwen T. Jackson Early Childhood/Elementary School

Grades Served: K4-Grade 5

Principal: Sylvia Traylor

2121 W. Hadley St.

Milwaukee, WI 53206

Gwen T. Jackson Early Childhood
and Elementary School

GTJS²¹

We Will EX. C. E. L.

School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including teacher-led focus groups during reading centers, monthly progress monitoring, comprehensive reviews of foundational reading skills, and school-based assessments and screeners, then teachers and staff will have a deeper understanding of students' current foundational skill abilities in order to plan data-informed, standards-based lessons to teach lessons using explicit instruction. As a result, students will increase proficiency in foundational reading skills as evidenced by an increase in student proficiency on school-based assessments and screeners by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, creating concrete routines and procedures, Second Step, zones of regulation, bullying curriculum, school counselor lessons, lessons with psych/social workers, and cool tools, then teachers and staff will model and implement routines and procedures, Second Step, zones of regulation, bullying curriculum, school counselor lessons, lessons with psych/social workers, and cool tools. As a result, students will use conflict resolution strategies to problem solve with peers and staff as evidenced by increased student attendance rates, decreased PLP or suspension rates, and increased student academic outcomes due to less time resolving conflicts by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Gwen T. Jackson's school vision is to educate and empower *all* students that we encounter with EXCELLENCE by implementing the Wisconsin Model Early Learning Standards and the Common Core State Standards to develop proficient and advanced students by the completion of fifth grade. We strongly believe that *all* students will succeed when families, students, educators, and the community work together effectively.

School Values

At Jackson School, we value family, community, collaboration, equity, inclusion, and overall academic achievement.

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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