

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Expectations
58.8



Byron Kilbourn Elementary School

Grades Served: K4-Grade 5

Principal: Jason Galien

5354 N. 68th St.

Milwaukee, WI 53218



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including monthly grade-level team collaboration by reviewing students' work samples and assessment performance, goal setting, and getting input on instructional strategies from colleagues, then teachers and staff will discuss and problem solve new instructional strategies for underperforming students, learn from one another, create accountability for using the district-adopted curriculum, and following the pacing guide. As a result, students will receive standards-based assessments aligned to Common Core State Standards and explicit small-group instruction during intervention time as evidenced by an increase in the number of students who meet proficiency in the vocabulary and reading comprehension on the monthly HMH assessments by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including communicating with families through biweekly robocalls, developing a system for recapturing student attendance, and increasing recognition for students with 90%+ attendance, then teachers and staff will provide makeup work for students who miss class/absence. As a result, students will be given time to gain the information missed from class/absences as evidenced by an increase in the daily attendance rate to 90% or higher by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Byron Kilbourn School will be among the highest-student-growth schools in the district. All Kilbourn staff will be committed to providing an equitable educational environment that is child-centered, supports achievement, and respects and embraces diversity.

School Values

Caring community: Children are our first priority; we provide a caring and nurturing environment.
Aspirations: Children will have equal educational opportunities to achieve physically, intellectually, emotionally, and socially.
Relationships: We show respect for everyone.
Excellence is the expectation.

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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