

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Few Expectations

49.9



Richard Kluge Creative Arts Elementary School

Grades Served: K4-Grade 5
Principal: Keushum Willingham

5760 N. 67th St.
Milwaukee, WI 53218



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including analyzing progress monitoring data and leading small-group instruction, then teachers and staff will form small groups based on progress monitoring data focused on specific skill deficits. As a result, students will make progress toward grade-level proficiency in ELA as evidenced by a 5% increase in students meeting proficiency and 10% decrease in students performing *below basic* in ELA as measured by the Star benchmark by the end of the 2024-2025 school year.

Culture and Climate

Social and Emotional Learning

Theory of action: If we implement social and emotional learning, including Second Step, with fidelity, then teachers and staff will use the 30- to 45-minute time slot allocated for Second Step instruction in the weekly instruction schedule. As a result, students will increase student attitudes and efficacy about school as evidenced by increased student competency on Second Step skills (performance task tracking tool) by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Kluge Creative Arts Elementary School provides an outstanding academic program that is infused with the arts and reflective of our students' diverse backgrounds. By the time that students leave Kluge Creative Arts Elementary School, they will be exposed to a multitude of career paths and community partners with collaborative relationships. In addition, they will have experienced arts.

School Values

Teamwork.
Positive mindset.
Community growth.
Creativity.
Equity.

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.

Submit Feedback

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and helps us to improve.