

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Few Expectations

53.8



Robert M. LaFollette School

Grades Served: K4-Grade 8
Principal: Dr. Marny Donalson-Gamble

3239 N. 9th St.
Milwaukee, WI 53206



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including small-group instruction, then teachers and staff will administer running records and teach differentiated small groups. As a result, students will engage in small-group instruction at their level as evidenced by increased performance on benchmark assessment 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 and strong classroom communities, then teachers and staff will hold daily morning meetings and cultivate a classroom environment with student voice and positive relationships. As a result, students will interact with their peers in a positive manner and establish positive relationships with staff and peers as evidenced by an increase in number of students attending 90% or more of the time by the end of the 2024-2025 school year.

School Vision and Values

School Vision

We envision an educational environment by 2024 where all students acquire academic, social-emotional learning, and life/foundational skills and values, which will be instilled in them so that they can become successful in society.

School Values

As a school community, we will incorporate an environment where we value lifelong learning, accountability, integrity, openness, respect, and dignity as we continue to create a community of togetherness.

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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