

2024-2025  
School Improvement Plan  
*at a glance*

**Milwaukee Sign Language School**

**Grades Served: K4-Grade 8**  
**Principal: Melissa Maxwell**

7900 W. Acacia St.  
Milwaukee, WI 53223

**State Report Card**

Fails to Meet Expectations  
46.5

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**School Improvement Focus**

**Instruction**

**Professional Learning Communities**

Theory of action: If we implement professional learning communities, including the comprehensive reviews of monthly progress monitoring of Star assessment data, then teachers and staff will plan data-informed, standards-aligned lessons with explicit instruction. As a result, students will engage in guided instruction as evidenced by an increase in ELA skill-based classroom assessments based on standards by the end of the 2024-2025 school year.

**Culture and Climate**

**PBIS**

Theory of action: If we implement PBIS, including monthly family events and communications, then teachers and staff will build positive relationships with students and families. As a result, students will have a better sense of awareness and belonging to the school community as evidenced by improved student attendance and family engagement at events by the end of the 2024-2025 school year.

**School Vision and Values**

**School Vision**

In five years, the students at Milwaukee Sign Language School will achieve individual academic goals through the use of the Common Core State Standards measured by formative and summative assessments. We will do so by creating independent, critical thinkers empowered to become lifelong, culturally sensitive learners and responsible, productive global citizens.

**School Values**

Respect for all members of the community.  
High-quality instruction aligned to the Common Core State Standards.  
High expectations to meet the individual needs of students.  
Cultural diversity with a special emphasis on Deaf culture and American Sign Language.  
Being a collaborative community of learners.

**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**

Your feedback is important  
and helps us to improve.

**MPS**