

2024-2025

School Improvement Plan

at a glance

State Report Card

Fails to Meet Expectations

44.1



Alexander Mitchell Integrated Arts School

Grades Served: K4-Grade 8

Principal: Kim Malacara

1728 S. 23rd St.
Milwaukee, WI 53204



School Improvement Focus

Instruction

Community Schools—Culturally Responsive Teaching Practices

Theory of action: If we implement community schools—culturally responsive teaching practices, including aligning instruction to district curriculum guides, then teachers and staff will plan and deliver differentiated lessons. As a result, students will be engaged and show improvement as evidenced by district and in-house walk-throughs, students work samples, and Star data by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including creating strong classroom communities through clear expectations and procedures through classroom matrices, then teachers/staff will build relationships through the teaching, modeling, and practicing of the matrix with fidelity. As a result, students will demonstrate an understanding of the routines and procedures in the matrix by meeting school and classroom expectations as evidenced by climate walk-through data, coaching logs, and decreased office discipline referrals by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Mitchell is a bilingual school that welcomes all students, preparing them for success in higher education, post-education opportunities, work, and citizenship.

At Mitchell, we will provide a school community centered on engaging families, collaborating with partners, and nurturing every child who will SOAR to become global citizens with 21st-century skills.

This will happen with a strengths-based approach, opportunities for student-centered learning, all stakeholders supporting every student, and rigorous instruction through a culturally responsive lens.

School Values

Students first when decision making.

Voices from all stakeholders.

Cultural responsiveness.

SEL approach.

Growth mindset.

High expectations for all.

Shared leadership.

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.

