

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Expectations

64.8



Neeskara School

Grades Served: K4-Grade 5
Principal: Deborah Blancarte

1601 N. Hawley Rd.
Milwaukee, WI 53208



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including determining students' reading levels and using effective assessment practices, then teachers and staff will target instructional next steps based on data. As a result, students will engage in explicit small-group instruction and literacy stations as evidenced by demonstrating strong foundational reading skills including phonemic awareness and phonics as determined by the LETRS Phonemic Awareness Assessment and/or HHM assessments by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including implementing school-wide systems and procedures using the PBIS framework and expectations and documenting student behaviors, then teachers and staff will implement the PBIS framework on a daily basis with emphasis on explicit instruction around being safe, respectful, responsible, and a peacemaker. As a result, students will model expected behaviors for other students as evidenced by a decrease in incident referrals by the end of the 2024-2025 school year.

School Vision and Values

School Vision

At Neeskara Elementary School, we are preparing the whole child for tomorrow.

School Values

Respectful and safe environment.
Equity for all students.
High student achievement.
Family oriented.
Community involvement.
Supports and inclusion for students who are deaf and hard of hearing.

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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