

2024-2025 School Improvement Plan *at a glance*

State Report Card

Fails to Meet Expectations
42.4



Riverwest Elementary School

Grades Served: K4-Grade 5

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School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including intentional dialogue about research-based instructional strategies and time to plan, then teachers and staff will implement data-informed small-group instruction. As a result, students will actively participate in small-group instruction as evidenced by an increase in grade-level ELA proficiency 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 communication of school-wide behavior goals and expectations, then teachers and staff will implement community-building strategies in social-emotional learning. As a result, students will understand and regulate thoughts and emotions and resolve conflicts as evidenced by improved school climate data and a decrease in behavior referrals by the end of the 2024-2025 school year.

School Vision and Values

School Vision

At Riverwest Elementary School, we will create an inclusive environment to educate all students in our community while upholding the highest of academic and social-emotional standards and supports. This will be done in a culturally responsive manner, preparing all students for success above and beyond the classroom without remediation.

School Values

We believe:

Everyone deserves to feel valued, safe, and respected.

Parent/teacher collaboration has a positive impact on student achievement.

We must support students in developing the skills needed to navigate in various social environments within the community.

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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