

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Expectations

65.1



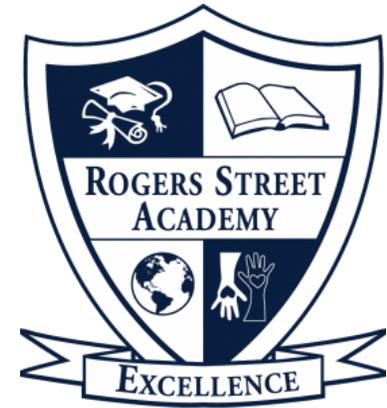
Rogers Street Academy

Grades Served: K4-Grade 8

Principal: Ramon Cruz

2430 W. Rogers St.

Milwaukee, WI 53204



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including the district-approved math curriculum, lesson engagement, small-group differentiation, and interventions, then teachers and staff will effectively implement the new math curriculum adopted by the district. Staff will also use intervention time strategically to support student learning. As a result, students will engage with the curriculum and increase their mathematical knowledge as evidenced by an increase in district assessment scores, classroom assessments based on standards (CABS), and Star math scores by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, morning meetings, the classroom matrix, classroom behavior plans, and Second Step, then teachers and staff will implement specific components with fidelity. As a result, students will experience a positive school environment, which will make them want to attend school on a regular basis as evidenced by the Essentials of School Culture and Climate survey, the PBIS walk-through tool, and increased attendance data by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Rogers Street Academy will prepare our students for post-education success by meeting the academic and social needs of all students through rigorous and culturally relevant instruction, community partnerships, and focused collaboration.

School Values

Culturally relevant instruction.
Community partnerships.
Focused collaboration

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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