

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Few Expectations

52.3



Albert Story School

Grades Served: K4-Grade 5

Principal: Chareese Morris

3815 W. Kilbourn Ave.

Milwaukee, WI 53208



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including differentiated small-group instruction, then teachers and staff will create and instruct students in ELA small groups that are differentiated. As a result, students will be actively engaged through reading, writing, speaking, and listening with text as evidenced by increased proficiency on school-based assessments and the Star screener by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including expectations and procedures, then teachers and staff will facilitate communal conversations about school-wide and classroom expectations and procedures. As a result, students will actively engage in activities that allow them to share their voices regarding their understanding of school-wide and classroom expectations and procedures as evidenced by a reduction in office discipline referrals and suspensions by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Story strives to prepare learners of today as leaders of tomorrow.

School Values

Students come first.

Wherever students are learning is the most important place in the district.

Educators and school staff have high expectations for all students and provide the foundation for their academic success. Leadership, educator development, and child-driven, data-informed decision making are keys to student achievement.

Equity drives all district decision making. Involved families are integral to increasing student achievement.

Student voice is encouraged and respected.

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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