

2024-2025 School Improvement Plan *at a glance*

State Report Card

Fails to Meet Expectations

46.2



Townsend Street School

Grades Served: K4-Grade 8

Principal: Ray Perine

3360 N. Sherman Blvd.

Milwaukee, WI 53216



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including the comprehensive review of classroom assessments based on standards, then teachers and staff will plan data-informed, standards-aligned lessons with explicit instruction. As a result, students will engage in guided practice with teacher support as evidenced by an increase in student proficiency on ELA classroom assessments based on standards with collection and analysis three times per year 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 building relationships and community, then teachers and staff will facilitate Second Step with fidelity. As a result, students will apply the subskills of responsible decision making as evidenced by an increase in student attendance and a decrease in classroom environment disruption office discipline referrals by the end of the 2024-2025 school year.

School Vision and Values

School Vision

At Townsend Street School, we will provide explicit and engaging instruction to educate all students to their highest level of academic potential. We will provide all learners with the skills, knowledge, and disposition to become capable, creative, and responsible members of the community and to ensure their proficiency in problem solving and technology.

School Values

Students come first.

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

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

Student voice is encouraged and respected.

Quality community partnerships add value. Promote an environment in which failure is not an option.

Cultivating and maintaining partnerships and meaningful engagement is essential. Provide all students with a balanced curriculum aligned with quality instruction.

Instill a sense of pride in our schools and community. Incorporate and celebrate cultural diversity and sensitivity.

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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