

2024-2025 School Improvement Plan *at a glance*

State Report Card

Exceeds Expectations

70.2



Trowbridge Street School of Great Lakes Studies

Grades Served: K4-Grade 8

Principal: Andrew Reiser

1943 E. Trowbridge St.

Milwaukee, WI 53207



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including comprehensive reviews of HMH assessment data, then teachers and staff will plan data-informed, standards-aligned lessons with explicit instruction that follow the reading instructional design. As a result, students will engage in guided small-group instructional practice with teacher support as evidenced by an increase in student proficiency on HMH unit assessments collected at the end of each unit by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including reviewing grade-level attendance at PBIS meetings, then teachers and staff will be familiar with student attendance trends, make positive attendance phone calls home, and include student voice in attendance incentives. As a result, students will be aware of and work to increase their attendance as evidenced by a 1% increase in overall student attendance from the 2023-2024 school year from 87.1% to 88.1% by the end of the 2024-2025 school year.

School Vision and Values

School Vision

The Trowbridge community will create a climate of learning that instills self-driven, compassionate students who are environmentally conscious and value high expectations in all levels of achievement.

School Values

The Trowbridge Steet School of Great Lakes Studies strives to be a community of learners in which all members care about one another. We engage our students with challenging academics and utilize the unique resources of our city and region to become active citizens and responsible stewards of our world.

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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