

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Expectations

66.9



Victory K-8 and Milwaukee Italian Immersion School

Grades Served: K4-Grade 8

Principal: Rachel Wagoner

2222 W. Henry Ave.

Milwaukee, WI 53221



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including LETRS training (science of reading), then teachers and staff will implement small-group, teacher-led instruction focusing on foundational reading skills. As a result, students will engage in guided practice with teacher support as evidenced by an increase in student proficiency according to Star collected monthly in K5-grade 3 by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including community and relationship building, then teachers and staff will implement morning meetings. As a result, students will attend school more regularly as evidenced by an increase in the number of students who are coming to school 90% of the time or more by the end of the 2024-2025 school year.

School Vision and Values

School Vision

At Victory K-8 and Milwaukee Italian Immersion School, we envision a transformative learning experience that embraces our diversity and prepares students for high school and beyond.

School Values

Caring, compassionate learning environment characterized by mutual respect and safety. Integrity, will, and courage to do what is right. Inspire students and staff to be effective agents of change and have the courage to advocate for equity and justice. Linguistic excellence and intercultural understanding.

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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