

2024-2025

School Improvement Plan

at a glance

State Report Card

Meets Few Expectations

52.5



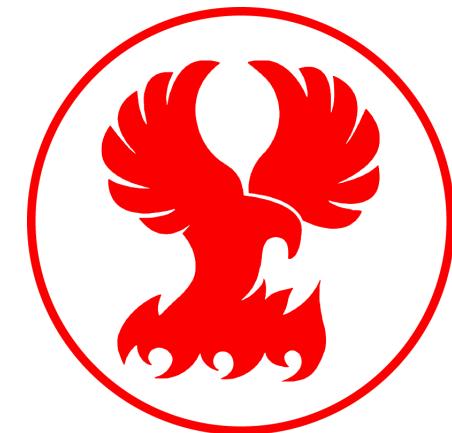
Westside Academy

Grades Served: K4-Grade 5

Principal: Renee Drane

1945 N. 31st St.

Milwaukee, WI 53208



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including aligning standards to instruction, then teachers and staff will explicitly and systematically teach science-based early reading instruction. As a result, students will improve phonemic awareness, phonics, and reading fluency skills as evidenced by increasing student proficiency on monthly classroom assessments based on standards and district benchmark assessments by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including community building, to create stronger relationships between and among staff, families, students, and teachers, then teachers and staff will incorporate restorative practices strategies through morning meetings such as building community, addressing issues, healing harm, and cultivating a restorative mindset. As a result, students will engage in cooperative work and collaborative structures with peers and adults as evidenced by a decreased number of tardies and an increased attendance rate from the previous school year by the end of the 2024-2025 school year.

School Vision and Values

School Vision

We envision at Westside Academy that we will prepare our students to be career and college ready in order to positively impact their community.

Our school encourages students to be critical thinkers, innovators, and complex problem solvers. We will achieve this by focusing on core academics and the social-emotional development of our students.

School Values

Engage students.
Celebrate success.
Restore trust.
Build relationships.
High accountability.
High support.

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.

Submit Feedback

Your feedback is important and helps us to improve.

