

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Expectations

63.1



Albert E. Kagel School

Grades Served: K4-Grade 8

Principal: Juan Mejía

1210 W. Mineral St.

Milwaukee, WI 53204



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including strategies from *Teaching for Biliteracy*, then teachers and staff will implement standard-aligned lessons with explicit instruction from *Teaching for Biliteracy*. As a result, students will engage in guided literacy instruction as evidenced by an increase in student proficiency demonstrated through ELA classroom assessments based on standards, district assessments, and aimswebPlus (Act 20 screener) 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 strong relationships and community, then teachers and staff will implement Second Step and promote attendance incentives. As a result, students will attend school daily as evidenced by an increase in percentage of students meeting or exceeding the school attendance goal of 90% by the end of the 2024-2025 school year.

School Vision and Values

School Vision

We envision all Kagel students achieving their full academic potential to create their pathway to success. This will occur through focused instruction, family engagement, and community partnerships.

School Values

Linguistic and cultural diversity.
Safe learning environment.
Creativity and innovation.
Culturally responsive and equitable practices.
Collaboration among staff, students, and families.

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.