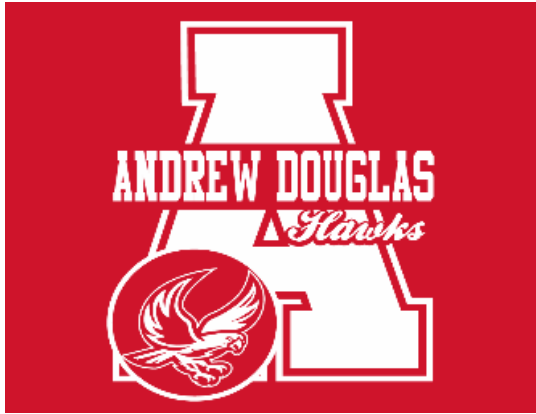


Zerda Palmer, Principal



Andrew S. Douglas Middle School
Grades
6 - 8

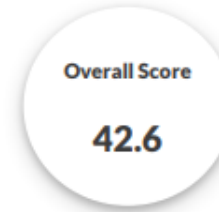
3620 NORTH 18TH STREET
MILWAUKEE, WI 53206

School Improvement Plan
At-A-Glance
2023-2024

[Submit Feedback](#) - your feedback is important and helps us to improve.

[State Report Card](#)

Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card.



Fails to Meet Expectations



ESSA Accountability Report 2021-2022:
Comprehensive Support and Improvement -
Low Performance

[Notice of Educational Options](#)

Vision and Values

School Improvement Goals and Strategies

Vision:

Our vision at Douglas is to build a community-based resource hub for families that is inclusive of all community members; a socially and emotionally safe environment where students are equipped with the academic, social, technological, and collaborative skills needed to thrive in a 21st century society.

Values:

- student voice
- relationships
- culture of community
- parents/guardians as partners
- community agencies/partnerships

District Key Metrics

1. Schools will demonstrate a 5% increase in the number of students who score proficient in math and English language arts (overall and disaggregated by groups) on the state assessments from the spring of 2021-22 to the spring of 2023-24.
2. Schools will demonstrate a 10% decrease in the number of students who score below basic in math and English language arts (overall and disaggregated by groups) on the state assessments from the spring of 2021-22 to the spring of 2023-24.
3. Schools will increase the percentage of students (overall and disaggregated by groups) graduating by 10% as measured by the four-year graduation rate in WISEdash.
4. Schools will maintain a 95% attendance rate.
5. Schools will have 100% of students regularly attending (90% of the time).
6. Schools will reduce the racial/ethnic disproportionality in referrals, identifications and disciplinary procedures through the use of equitable practices as part of a multi-tiered system of support.

ACCELERATING LEARNING GOAL: Every student will reach academic excellence/proficiency at every grade level and graduate on time ready to meet their future success.

Academic Theory of Action:

If we differentiate instruction based on Bloom’s levels of rigor, follow the district’s instructional design model, and create culturally relevant lessons, then we will see a 10% decrease in the number of students who are below basic in reading and math.

CULTIVATING EQUITABLE LEARNING ENVIRONMENT GOAL: Every student will thrive as a result of a positive school climate and culture in which all students are supported, valued and respected.

Culture/Climate Theory of Action: If we incorporate consistent routines, facilitate weekly team building and SEL activities, and facilitate re-entry conversations after removal from class, then we will see a decrease in learning environment ODR’s that cause disruptions in student engagement.

