

Cheryl Colbert, Principal



EMERSON SCHOOL

Grades
K4 - 5

9025 W LAWRENCE AVE
MILWAUKEE WI 53225

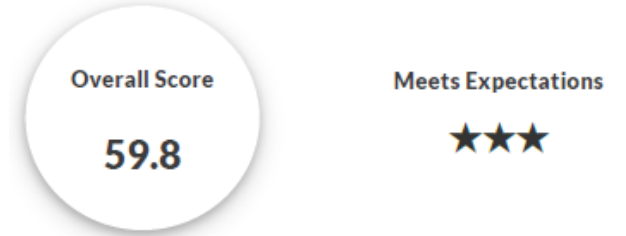
School Improvement Plan At-A-Glance 2023 - 2024

[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.

See <https://dpi.wi.gov/accountability/resources> for more details.



ESSA Accountability Report 2021-2022:
Comprehensive Support & Improvement

[Notice of Educational Options](#)

Vision and Values

School Improvement Goals and Strategies

Vision:

Our vision is to provide an educational experience of excellence centered on explicit data driven instruction in addition to nurturing, caring, relationships that foster all children.

Values:

We here at Emerson value students receiving a high quality education from a qualified teaching staff that believes that all children are capable of learning, in which our professional staff is willing to go above and beyond to make sure that all Emerson students leave with a strong academic foundation.

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: Teachers will be able to use assessment data to inform reading and math strategies in instruction so that students will be able to use reading and math strategies to deepen their understanding of content which leads to students moving academically.

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: Teachers will be able to use a variety of intervention strategies for students based upon alternatives to suspensions and mindfulness strategies; so that students will be able to be active participants in their own self-regulation by having known options which leads to change in the teacher's response according to the classroom behavior notes.