

Kim Malacara, Principal



Mitchell Elementary
Grades
HS/K3 - 8

1728 S 23RD ST
MILWAUKEE WI 53204

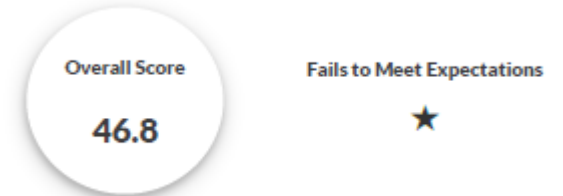
School Improvement Plan
At-A-Glance
2023 - 2024

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:
Additional Targeted Support

Notice of Educational Options

Vision and Values

School Improvement Goals and Strategies

Vision:

At Mitchell, every child develops as a lifelong learner through meaningful standards-based educational experiences that connect to each individual child's strengths, experiences, and knowledge with a focus on students' voices and thinking. All students are given clear expectations and feedback to self-assess daily in order to grow toward proficiency and beyond

Values:

- Students first decision making
- Voices from all stakeholders
- Culturally Responsiveness
- SEL approach
- Growth mindset
- High expectations for all
- Shared leadership

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 analyze our student data through I-ready and I-Station and follow the recommendations for instructional grouping/target skills. Then we'll see an improvement in the students during Tier 1 reading small group instruction. Which leads to an increment in students reading proficiency allowing to diminish the reading achievement gap.

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 train staff and students around restorative practice, - talking circles, restorative conversations and peer mediation, - provide opportunities in the master schedule for implementation, and offer follow-up support, then we'll see an increase in positive relationships, development of trust, and greater level of empathy.