ACADEMIC 3-YEAR STRATEGIC PLAN

2025-2028

Academic Strategic Plan Report 2025

Prepared By:
Dr Lita Mallett
Chief Academic Officer



Executive Summary

Overview

As Chief Academic Officer, I am proud to present our district's strategic academic plan, which outlines a bold vision to ensure every student reaches their full potential through equitable access to high-quality instruction and support. This plan focuses on three core priorities: strengthening early literacy in grades K–2, is, and developing exceptional educators and leaders through high quality coaching, and creating and crating a student culture of joy of learning.

The information in this plan is grounded in data from student achievement and informed by the voices of our educators, families, and students over the last 2 years. This strategy is designed to accelerate academic achievement, close gaps in learning, and foster a culture of excellence and joy in every classroom. Through collaborative implementation and continuous improvement, we are committed to delivering on the promise of success for all learners in our district. I am confident this plan will ensure all of our staff and students have a high bar for Academic Excellence, allowing every scholar to reach their fullest potential, and ensuring no dreams are deferred.



Dr. Lita Mallett
Chief Academic Officer

> *No Dreams Deferred*

Goals and Objectives

The Objective of this strategic plan is to create a comprehensive tool that will guide academic decision making over the nest 3 years. This plan outlines clear goals and benchmarks over the next three year which will allow MAS to continually measure progress and effectivness.



Analyze Current Academic Data

Deep analysis both present and historical student academic achievement data and correlate to coaching data, and parent/staff/student surveys to identify academic opportunities and challenges

Create Short and Long Term Goals

Use the data analysis to create measurable goals for thr next 6 months, 1 year, 2 years, and 3 years

Identify High Leverage Priorities

Using the goals as the north star, identify high-impact priorities that will lead to MAS achieving its' goals

Create a Detailed Action Plan

For each priority, create measurable goals with clear owners and key actions to reach those goals



10% increase in student proficiency every year

Every year, we will increase the percentage of scholars in K-12 proficient by 10% in both Math and ELA

Current Academic Data
District Wide

(24-25 SY data does not include the new 24th street campus for comparison purposes)

Math Achievement 2023-2024 SY

56.7% % Below Basic

8.2% % Proficient

ELA Achievement 2023-2024 SY

51.4% % Below Basic

11.8% % Proficient

Math Achievement 2024-2025 SY

47.5% % Below Basic

13.7% % Proficient

ELA Achievement 2024-2025 SY

44.8% % Below Basic

12.7% % Proficient

9.2%

Math: 9.2% decrease in below basic

6.6%

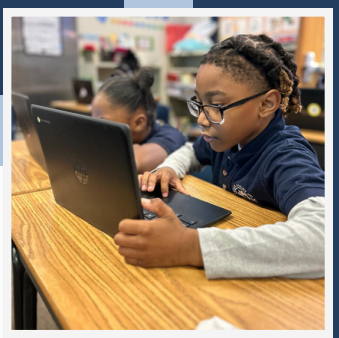
ELA: 6.6% decrease in below basic

5.5%

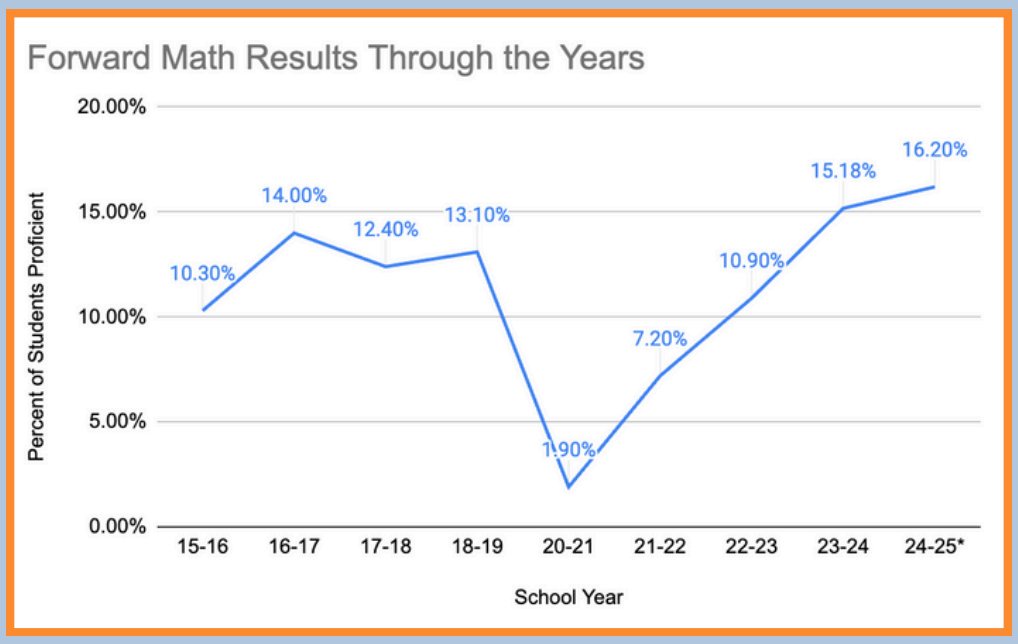
Math: 5.5% increase in proficiency

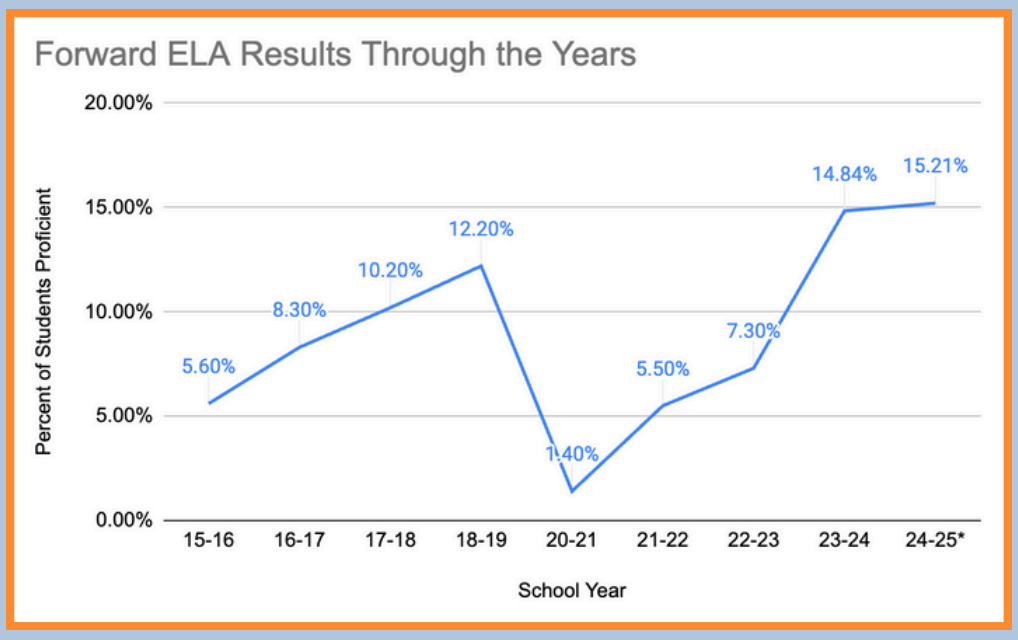
0.9%

ELA: 0.9% increase in proficiency



Current Academic Data
District Wide Over the Years







Current Academic Data
Elementary Academy

Math Achievement 2023-2024 SY

49.9%
% Below Basic

16.1%
% Proficient

ELA Achievement 2023-2024 SY

50.2%
% Below Basic

11.9%
% Proficient

Math Achievement 2024-2025 SY

44.7%
% Below Basic

15.6%
% Proficient

ELA Achievement 2024-2025 SY

48.8%
% Below Basic

11.9%
% Proficient

5.2%
Math: 5.2% decrease in below basic

1.4%
ELA: 1.4% decrease in below basic

0.5%
Math: 5.5% decrease in proficiency

0%
ELA: 0% increase in proficiency



Current Academic Data
Junior Academy

Math Achievement 2023-2024 SY

51.2%
% Below Basic

14.4%
% Proficient

ELA Achievement 2023-2024 SY

44.7%
% Below Basic

17.6%
% Proficient

Math Achievement 2024-2025 SY

39.3%
% Below Basic

16.8%
% Proficient

ELA Achievement 2024-2025 SY

35.2%
% Below Basic

18.4%
% Proficient

11.9%
Math: 11.9% decrease in below basic

9.5%
ELA: 9.5% decrease in below basic

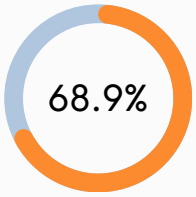
2.4%
Math: 2.4% increase in proficiency

0.8%
ELA: 0.8% increase in proficiency

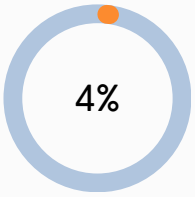


Current Academic Data
High School Academy

Math Achievement 2023-2024 SY

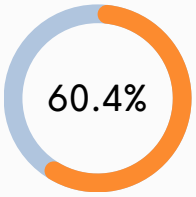


% Below Basic

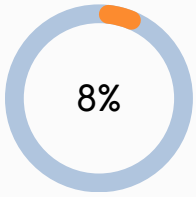


% Proficient

ELA Achievement 2023-2024 SY

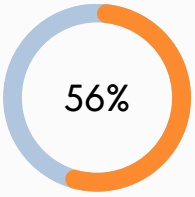


% Below Basic



% Proficient

Math Achievement 2024-2025 SY

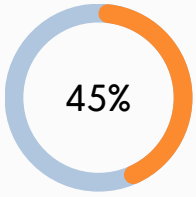


% Below Basic

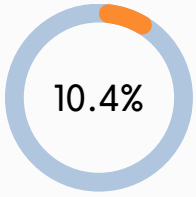


% Proficient

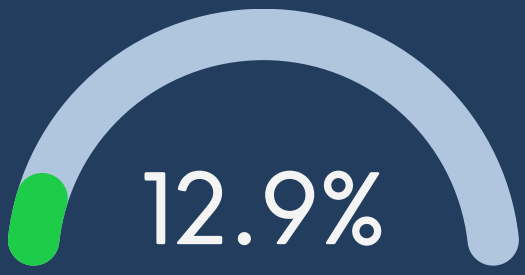
ELA Achievement 2024-2025 SY



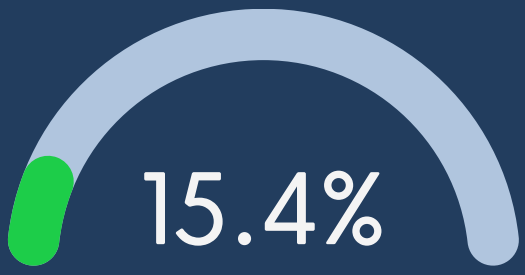
% Below Basic



% Proficient



Math: 12.9% decrease in below basic



ELA: 15.4% decrease in below basic



Math: 5.5% increase in proficiency



ELA: 2.4% increase in proficiency



Current Academic Data
24th Street Academy

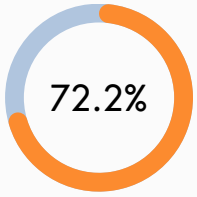
Math Achievement 2023-2024 SY

N/A

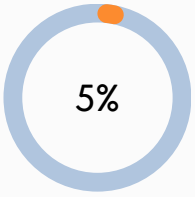
ELA Achievement 2023-2024 SY

N/A

Math Achievement 2024-2025 SY

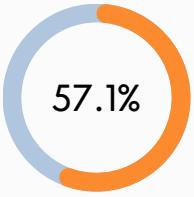


% Below Basic

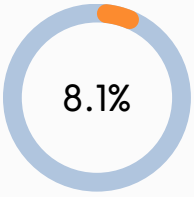


% Proficient

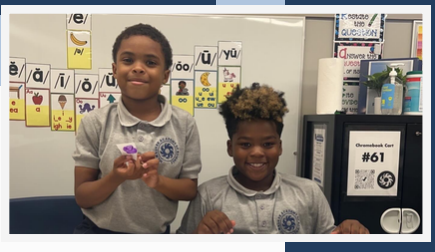
ELA Achievement 2024-2025 SY



% Below Basic



% Proficient



3 Year Goals



The mission of the Milwaukee Academy of Science, an exemplary leader in STEM education, is to graduate urban students prepared to compete successfully at the post-secondary level.

> **And how are the children?"**
> -traditional greeting among the Maasai people of Africa

6 Months (by Jan. 2026)

- 90% of K-2 teachers are using the UFLI curriculum with fidelity
- 50% of teachers are approaching consistent implementation of curriculum with fidelity
- 60% of students have a Grade-level Equivalency growth of 0.8 or greater in ELA and Math in grades 2-12

1 Year (by Jun. 2026)

- 90% of of students in grades K-1 are proficient in all literacy skills
- 50% of teachers have consistent implementation of ELA and Math curriculum with fidelity
- 60% of students have a Grade-level Equivalency growth of 1.5 or greater in ELA and math in grades 2-12

2 Years (by Jun, 2027)

- 80% of teachers have consistent implementation of ELA and Math curriculum with fidelity
- 90% of students in grades K-2 are proficient in all early literacy skills
- 75% of students have a Grade-level Equivalency growth of 1.5 or greater in ELA and math in grades 2-12

1 Year (by Jun. 2028)

- 50% of 3rd graders are proficient on the Forward Reading Exam
- Proficiency increase of 30% in grades 3-8 on the ELA Forward and Math exams compared to the 24-25 school year scores
- Proficiency increase of 30% in 11th grade ACT ELA and Math compared to the 24-25 school year scores

PRIORITIES



Creating a good impact report means being transparent with your audience. Back up your claims with relevant data. Keep your sentences concise when necessary, but dive into detail when it comes to qualitative and quantitative evidence.

1

Developing Leader Capacity

Strong leadership directly impacts school culture, teacher effectiveness, high academic expectations, and student achievement. When school leaders grow, they cultivate environments where teachers excel and students are empowered to reach their full potential.

2

K-2 Literacy

Early reading skills are the foundation for all future learning. When students read confidently by third grade, they are far more likely to succeed academically, reducing achievement gaps and setting the stage for lifelong success.

3

Creating a Student Culture of Joy of Learning

Joyful learners are more engaged, motivated, and resilient. When students find meaning and enjoyment in their education, they are more likely to take ownership of their learning and reach their full potential.

4

Developing a Strong District Operations Team

A strong district operations team ensures that schools run smoothly, resources are used effectively, and educators can stay focused on teaching and learning. When operations run efficiently—from transportation to technology—schools can focus fully on student learning and achievement without disruption.

ACTION PLANNING

DEVELOPING LEADER CAPACITY

Strong leadership directly impacts school culture, teacher effectiveness, high academic expectations, and student achievement. When school leaders grow, they cultivate environments where teachers excel and students are empowered to reach their full potential.

KEY METRICS

PRINCIPAL DEVELOPMENT	ACADEMIC DEAN DEVELOPMENT	CULTURE DEAN DEVELOPMENT	TEACHER DEVELOPMENT
80% of Principals meet 75% of the "Staff Culture Domain goals	80% of deans meet 75% of the "Quality of Instruction" Domain goals	80% of deans meet 75% of the "Student Culture" Domain goals	80% of teachers meet EOY assessment targets

ACTIONS

Goal 1	**Principal Development** (Owner: Mallett)
Actions	• Weekly Observation/Feedback of either a leader coaching meeting, leader LT meeting, or RTC of common picture or teacher instruction • 4x per year 2x2 feedback OR evaluations • 2 360 reviews per year

Goal 2	**Academic Dean Development** (Owner: Devine)
Actions	• Bi-weekly observation/feedback of teacher coaching meeting • Weekly AOTY and curriculum walkthroughs/observations with RTC • Weekly Observations of PD • Weekly Dean PLCs Held

Goal 3	**Culture Dean Development** (Owner: Sharpe)
Actions	• Weekly observation/feedback of at least 2 common picture items per academy • Weekly observation/feedback of Assemblies • Weekly Observation/feedback of 1:1s • Weekly Dean PLCs Held

Goal 4	**Teacher Development** (Owner: Principals)
Actions	• Weekly observation/feedback of teacher coaching meetings for each academic dean • Weekly observation/feedback of RTC for each academic dean • 2x per week Classroom Environment Arc walkthroughs with Dean of Culture with RTC

ACTION PLANNING

K-2 LITERACY

Early reading skills are the foundation for all future learning. When students read confidently by third grade, they are far more likely to succeed academically, reducing achievement gaps and setting the stage for lifelong success.

KEY METRICS

SPECIALIST / MANAGER DEVELOPMENT

All content team leaders meet 3 of 4 "Quality of Instruction" Domain goals

PHONICS CURRICULUM FIDELITY

90% of K5-2 teachers use UFLI curriculum with fidelity implementation rubric

SMALL GROUPS & INTERVENTIONS

100% of students below benchmark receive regular literacy intervention

K4 VISION AND BENCHMARKS

80% of K4 Classrooms meet our district Pre-K vision, as measured by our implmentation rubric

ACTIONS

Goal 1	Specialist/Manager Development (Owner: DeVine)
Actions	• Bi-weekly observation of teacher PD and/or coaching meeting • Weekly curriculum walkthrough with RTC, scoring classrooms on fidelity rubric(s) • Use student outcome and fidelity rubric data to identify teachers in need of additional coaching

Goal 2	Phonics Curriculum Fidelity (Owner: Pereles)
Actions	• Weekly observation with RTC and fidelity scoring for all teachers • Implement PD and skills clinics on curriculum fidelity and Science of Reading principles • Collect and analyze progress data • Bi-weekly progress and fidelity data analysis and action planning with deans

Goal 3	Small Groups & Interventions (Owner: DeVine, Rome, Pereles)
Actions	• 100% of K-2 classrooms teach 30 minutes of data-driven UFLI small groups daily • Provide daily interventions for all students below benchmark with weekly progress monitoring • Monthly data meetings with academic deans and principals to assess implementation effectiveness • Biweekly observation/feedback and RTC of WIN block with academic dean and principal

Goal 4	K4 Vision and Benchmarks (Owner: Maddie)
Actions	• Develop and publish K4 Vision and Benchmarks (academic and developmental) • Weekly observation/feedback of RTC of literacy and math blocks as well as developmentally appropriate learning habits • Quarterly progress assessments towards established benchmarks followed by data meeting with dean and principal

ACTION PLANNING

STUDENT CULTURE OF JOY OF LEARNING

Joyful learners are more engaged, motivated, and resilient. When students find meaning and enjoyment in their education, they are more likely to take ownership of their learning and reach their full potential.

KEY METRICS

COMMON PICTURE EXECUTION	STUDENT CULTURE OF JOY	CLASSROOM ENVIRONMENT	REDUCTION OF SUSPENSIONS
80% of academies scoring 3+ or higher on 80% of Common Picture Items	90% of students and staff surveys feel core values are reinforced daily.	90% of teachers meet 3 out of 4 goals on the classroom environment arc	Reduce student suspensions/removals by 25% by the end of each year

ACTIONS

Goal 1	**Common Picture Execution** (Owner: Culture Deans)
Actions	• Score a 3+ in key areas (arrival/dismissal,lunch, transitions, assemblies) • 1 to 2 obs/week by Principal and MDSC • Feedback on two common picture systems provided to each Dean from MDSC. • Video shares & peer obs in Dean PLCs (Weekly)

Goal 2	**Student Culture of Joy** (Owner: Sharpe)
Actions	• Weekly student assemblies with shout-outs, Threshold greetings • Core value signage posted across campus • Positive Dojo point campaigns (Utilize school/class story) • Academic & behavior incentives aligned to values • Daily Morning Culture Huddle announcements

Goal 3	**Classroom Environment:** (Owner: Culture Deans)
Actions	• Weekly practice clinics held by culture deans for teacher identified as scoring below 3. • Weekly data meetings to identify high needs areas with deans of each academy and Principals • Daily RTC coaching of ARC1 skills by deans • RTC & tiered coaching plans • Individualized coaching for high-removal teachers or other data

Goal 4	**Reduction of Suspensions/Removals** (Owner: Sharpe & Culture Deans)
Actions	• Data meetings weekly with Deans and Data share outs • Intervention plans for tier 2/3 students • SchoolRunner data reviews and norming • Tier 3 Intervention Working Group: Schedule mandatory support planning meetings for Tier 3 students with (Dean, SSA, SPED/504 case manager, social worker). • Consistent process for tracking and supporting student re-entry after removals/suspensions