



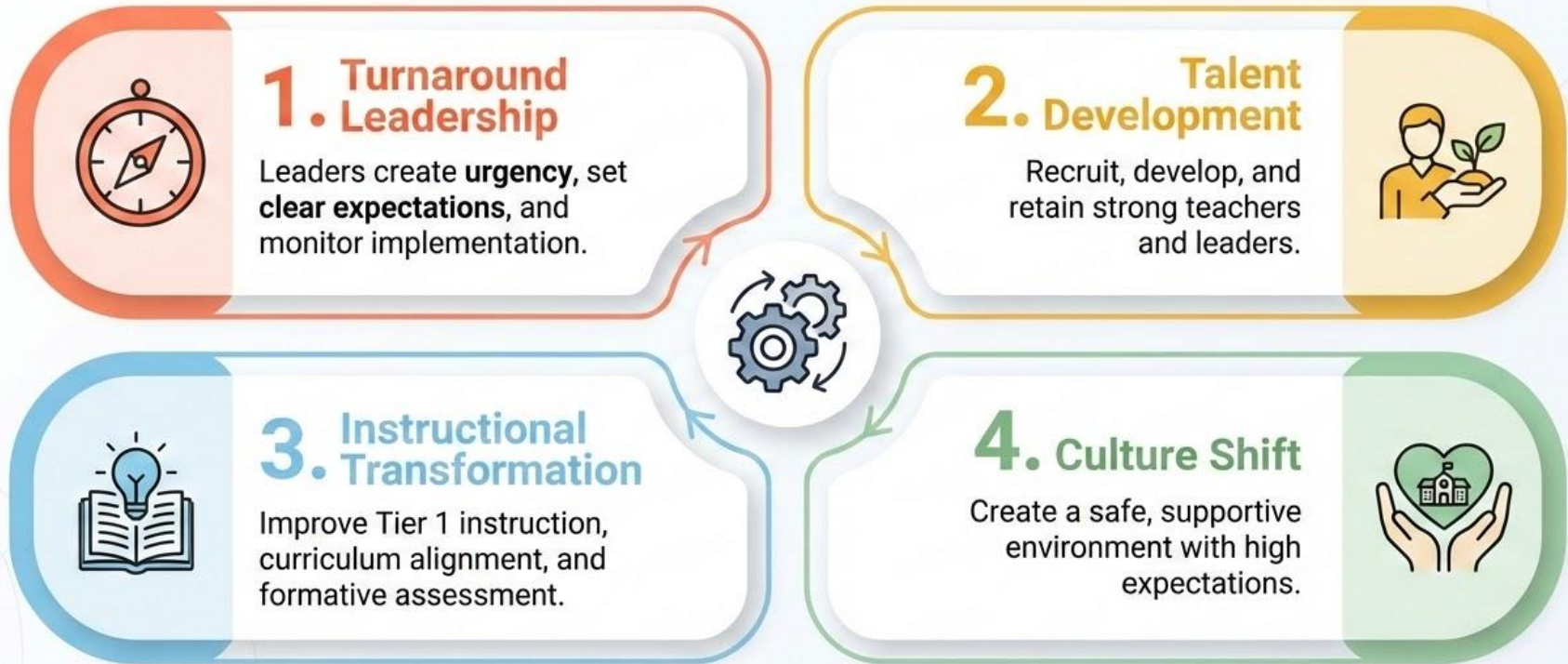
WEST ALLIS-WEST MILWAUKEE
SCHOOL DISTRICT

School Transformation Plan Proposal

A structured, research-based framework for accelerating improvement in schools that need additional support.

Four Domains of Rapid School Improvement

U.S. Department of Education



Research emphasizes that these four domains must work together, rather than as isolated initiatives.

Why is a Transformational Plan framework for WAWM?

Research on school improvement consistently shows that schools can accelerate student outcomes when districts provide targeted support, strong leadership, and coordinated instructional systems.

- **70%** of schools in the federal School Improvement Grant program improved their state accountability ratings after implementing structured turnaround strategies.
- **Instructional coaching can increase student achievement by this equivalent of 3–4 additional months of learning per year.**

(Institute of Education Sciences / Annenberg Institute)

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Schools implementing PBIS behavior systems report reductions in disciplinary incidents of 20–60%.

This increases instructional time and improves school climate.



Teacher collaboration through professional learning communities is associated with higher student achievement and stronger instructional consistency.



Strong school leadership is second only to classroom instruction in its impact on student learning.

(Wallace Foundation)

Why is teacher stability so critical?

Loss of school-specific knowledge



When teachers leave, that **school-specific knowledge disappears**, forcing schools to rebuild capacity repeatedly.

Disruption to professional collaboration.



High turnover disrupts these systems because teachers are continually **learning the basics instead of refining practice.**

Concentration of turn-over in high needs schools








Research shows turnover rates are **significantly higher in high-poverty and low-performing schools**, making improvement even harder.

These are the same schools where **consistent instruction and relationships matter most.**

Key Takeaway for a Transformational Plan

In effective turnaround plans, teacher retention is treated as a strategic improvement lever, not just an HR issue.

High-impact actions include:

-  structured onboarding for teachers in years 1–2
-  district-supported mentoring programs
-  instructional coaching cycles
-  leadership feedback systems
-  professional learning communities

These systems help schools build capacity rather than continuously restarting improvement efforts.



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Purpose



Rigorous & Sustainable Model

A district-wide framework for supporting schools that do not meet expectations.



Stabilize & Improve Outcomes

Designed to stabilize systems and measurably improve outcomes within 3 years.



Gradual Release of Support

Includes a phased approach to gradually release district support as capacity is built.

Theory of Action



District Provides Targeted Support

If the district provides targeted support in areas of greatest need,



Then Schools Will Sustain Improved:



Academic outcomes



Instructional consistency



Staff retention



Student behavior



Attendance

School Qualification Criteria

Data Source: State Report Card

Condition 1: 1-Star Rating



Rated "Fails to Meet Expectations"
(1-star)

Condition 2: Persistent 2- Star Rating



Rated "Meets Few Expectations" (2-star) for multiple consecutive years without significant growth

Condition 3: Sustained Decline



Sustained decline across multiple years even at 3- or 4-star status

QUALIFIES FOR SUPPORT & INTERVENTION

Three Year Improvement Arc





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Funding and Resource Investment

District investment in the Transformational Support Plan would be determined on a per school basis, depending on need, existing resources and budget availability.

Targeted Supports Aligned To:



Comparison Data: State Report Card

	22/23	Score	23/24	Score	24/25	Score
Franklin	Exceeds Expectations	75.3	Exceeds Expectations	71.9	Meets Expectations	62.2
Hoover	Exceeds Expectations	75.7	Exceeds Expectations	75.8	Exceeds Expectations	78.1
Mann	Meets Few Expectations	50.3	Meets Few Expectations	51.1	Meets Few Expectations	56.6
Irving	Meets Expectations	65.7	Exceeds Expectations	74.4	Exceeds Expectations	74.7
Jefferson	Exceeds Expectations	76.7	Exceeds Expectations	73.9	Exceeds Expectations	77.1
Mitchell	Meets Few Expectations	55.3	Meets Expectations	60.9	Exceeds Expectations	71.9
Pershing	Exceeds Expectations	80.4	Exceeds Expectations	75	Exceeds Expectations	77.9
Walker	Significantly Exceeds Expectations	90.2	Exceeds Expectations	82.4	Exceeds Expectations	73.8
Wilson	Meets Expectations	64.3	Meets Expectations	60.5	Meets Expectations	62.5

Mann Comparison Data: Staff Retention & Stability

Year	Total	Reg Ed	SpEd
25-26 (*as of 3/6)	17	9	8
24-25	11	7	4

26% of this year's staff is brand new

Year	Jefferson	Walker
25-26	8	6
24-25	10	4

Comparison Data: Attendance & Special Education

School	Enrollment	Rate	10+ Absences	Special Education %	F/R Lunch
Hoover	334	95.2%	54	28.7%	55%
Jefferson	372	93.1%	95	20%	64%
Walker	364	94.5%	59	21.1%	51%
Mann	402	92.4%	132	30.9%	76%
Franklin	239	94.3%	49	21.7%	59%
Wilson	382	94.5%	76	24.6%	64%
Irving	388	94.6%	65	35% *	54%

Horace Mann Transformation Plan

Why?

State Accountability Status



Horace Mann Elementary has sustained a 2-Star ("Meets Few Expectations") designation on the Wisconsin State Report Card, qualifying it for participation in the District Transformational Support Plan.

A School Building Momentum — Not in Crisis



Under Dr. Minzlaff's leadership, school culture, staff morale, student belonging, and family trust have significantly improved. This plan is designed to accelerate progress already underway — not respond to failure.

Horace Mann Transformation Proposal

Why?

Need for Measurable Academic Acceleration



While foundational systems have strengthened, focused district support is now required to translate cultural and structural improvements into sustained academic growth across all grade levels.

Growing Student Needs



An increasing Special Education population requires strengthened staffing, training, and service delivery systems to ensure compliance, inclusion, and high-quality supports for all learners.

Strategic Investment for Sustainable Gains



The Transformational Support Plan provides targeted, time-bound district resources to build internal capacity and create a replicable model for future schools requiring focused acceleration.

3 Year Plan

Phase	Primary Focus	District Role	School Role
Year 1 (2026-27) Stabilize & Build	Staff stabilization, SPED infrastructure, instructional consistency through coaching/PD	Lead	Implement with structured support
Year 2 (2027-28) Accelerate	Strong Instructional practices and improvement, formative assessment, intervention growth, leadership transfer	Shared	Lead with structured support and monitoring
Year 3 (2028-29) Sustain & Release	Capacity transfer, sustainability, exit from transformation plan status	Monitor and support as needed	Lead independently

Transformational Plan Financial Investment

Support Area	Description	Projected Cost
Instructional Coaching	One additional Instructional Coordinator is added to build teacher capacity, increase feedback and instructional consistency	\$ 125,000
General Education Teachers	Two additional General Education Teachers would bring each grade level to 3 teachers (in grades K-5), increasing stability during transformation period	\$ 200,000
Dean of Students	One dean of Students position added to the school administration team with proven understanding of strong Multi-layered Systems of Support (MLSS) and preferred SPED licensure to support IEP compliance and Specially Designed Instruction	\$125,000

Other Transformational Plan Supports - Year 1

Support Area	Description
Academic Outcomes & Instructional Consistency	<ul style="list-style-type: none">• Additional targeted, monthly professional development from district level• HR, T&L and SS collaboratively create and implement a structured onboarding plan for new staff (i.e anyone in year 1-2), in partnership with school leaders and principal coach.
Staffing Retention & Stability	<ul style="list-style-type: none">• Quarterly data analysis with Full Transformational Leadership Team to support, monitor progress and identify action steps and implementation plan• Monthly collaboration with HR, SS, T&L Directors and Leadership Coach to guide and implement 100-day continuous improvement cycles
Student Behavior & Attendance	<ul style="list-style-type: none">• Monthly data collection to drive action steps and student support plans

Horace Mann Transformation Goal Monitoring

Goal Area	Data Source(s)
Academic Outcomes & Instructional Consistency	<ul style="list-style-type: none">• State Report Card/Forward Exam• FastBridge growth• IEP compliance audits & SPED referral data• Walk through Data on instructional practices
Staffing Retention & Stability	<ul style="list-style-type: none">• Turnover rate• Staff climate survey• Staff absentee rate
Student Behavior & Attendance	<ul style="list-style-type: none">• # of student SEB support plans and rate of improvement• Attendance• Office Referrals

Thank you!
