

GreenTree Preparatory Academy (GPA)

February 2025 Progress Report

SCHOOL INFORMATION

6850 North 53rd Street
Milwaukee, WI 53223
414-206-0500
greentreeprep.org

Mission:

Build a body of student leaders who will lead or own tomorrow's businesses. Provide a safe, nurturing, and professional community of learning where students are educated, empowered, and enabled to develop the essential skills necessary to lead and exceed.

Curriculum Emphasis:

Creativity, critical thinking, collaborative problem solving, ethical decision making, effective written and oral communication, and leadership.

Opened: 2019

Contract Term: 2024-2027

Grade Levels: 6-12

Board Chair:

Mark Sain

Principal:

Dr. Katrina Fisher



GreenTree
Preparatory Academy

"Our roots run deep, plant your scholar at GPA and watch them grow."

Enrollment and Demographics

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 (January)
Total Enrollment	215	252	375	444	484	425
Contract Pupil Maximum	420	570	720	870	870	600
Grades Served	6-9	6-10	6-11	6-12	6-12	6-12
English Language Learners	1.9%	1.6%	1.9%	1.8%	1.9%	2.1%
Students with Disabilities	17.7%	18.3%	18.7%	14.2%	15.7%	17.9%
Economically Disadvantaged	89.8%	82.9%	84.3%	74.5%	91.1%	85.2%
Black or African American	88.8%	90.5%	83.2%	85.4%	87.8%	86.9%
Hispanic	4.7%	3.6%	4.8%	6.1%	4.3%	4.2%
White	3.3%	2.0%	3.5%	1.4%	1.0%	1.6%
Multiple	0.5%	0.8%	3.7%	3.2%	3.1%	4.0%
Asian	2.8%	2.0%	4.3%	4.1%	3.3%	4.0%
American Indian or Alaska Native	—	—	—	—	0.2%	—
Native Hawaiian or Other Pacific	—	—	—	—	0.2%	0.2%

Staff Retention Rate

The percentage of staff that remained at the school from January of the previous year to October of the current year. For example, 98% of staff remained at GPA from January 2024 to October 2024.

Year	2021-22	2022-23	2023-24	2024-25
Retention Rate	65%	47%	70%	98%



GreenTree Preparatory Academy (GPA)

English Language Arts

WSAS English Language Arts (grades 6-8)

Achieve a percentage of middle school pupils (grades 6-8) in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in English / Language Arts (ELA) that is the same as, or higher than, the percentage of pupils scoring proficient or

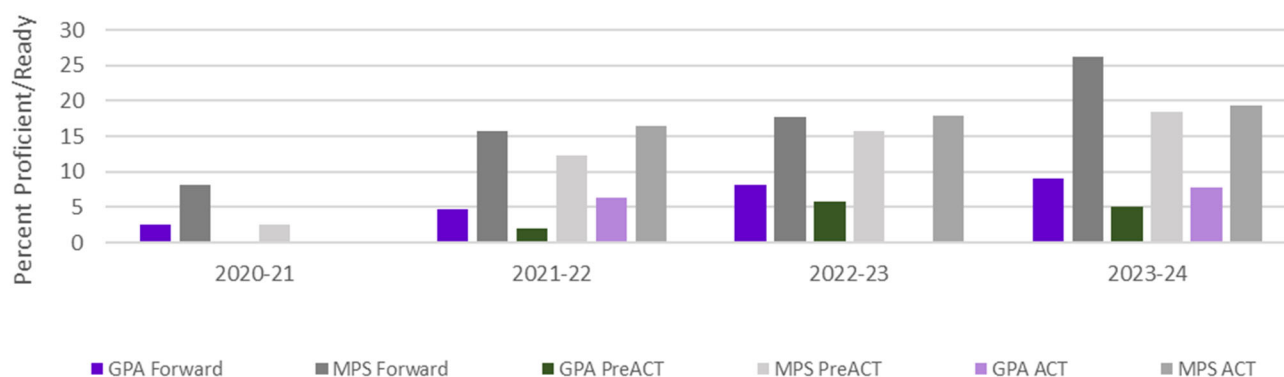
Forward
Assessment

WSAS English Language Arts (grades 9-11)

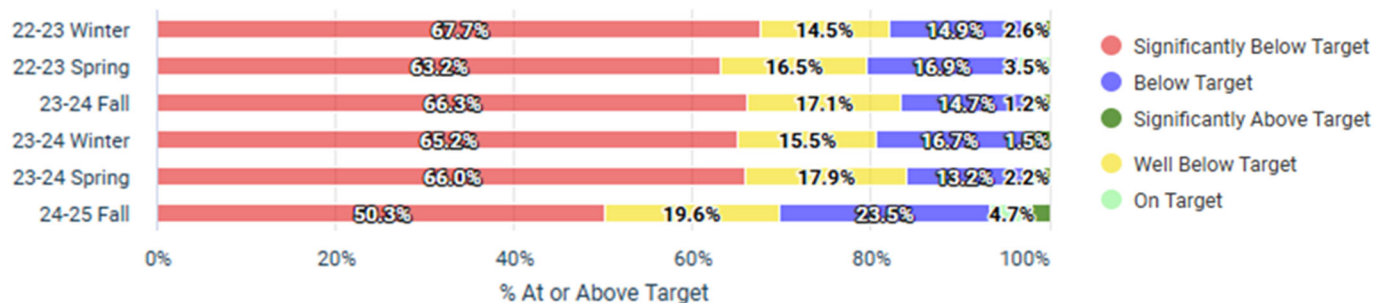
Achieve a percentage of high school pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in English / Language Arts (ELA) that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in

ACT and Pre-ACT
Assessments

WSAS English Language Arts (ELA)



STAR READING



School Improvement Plan Goals and Progress

Theory of Action

If we implement PLC's by including and enacting the following specific components regarding vocabulary and word acquisition via effective data dives (pre/post assessment/data driven instruction/progress monitoring in all content areas) and pedagogical analysis then teachers/staff will implement and effectively execute instructional strategies to actively engage all students in the Core Learning and students will actively participate in all learning for all content areas as evidenced by an increase in proficiency on classroom assessments, standardized tests, and student work samples by the end of the 2024-25 school year.

Evidence Based Instructional Strategy

Professional Learning Communities (PLCs)

Action Steps

Provide professional development on the instructional strategies to engage with content level vocabulary and Seven Skills for Success.

Alverno College provided three professional development sessions with a focus on 7 skills for success (creativity, leadership, and effective oral and written communication)

Progress to Date

IMPACT: Students are showing more leadership skills within the classroom, increased student presentations, teachers embedding more creative lessons to allow students to showcase creativity and oral/written communication.

GreenTree Preparatory Academy (GPA)

Mathematics

WSAS Mathematics (grades 6-8)

Achieve a percentage of middle school pupils (grades 6-8) in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in mathematics that is the same as, or higher than, the percentage of pupils scoring proficient

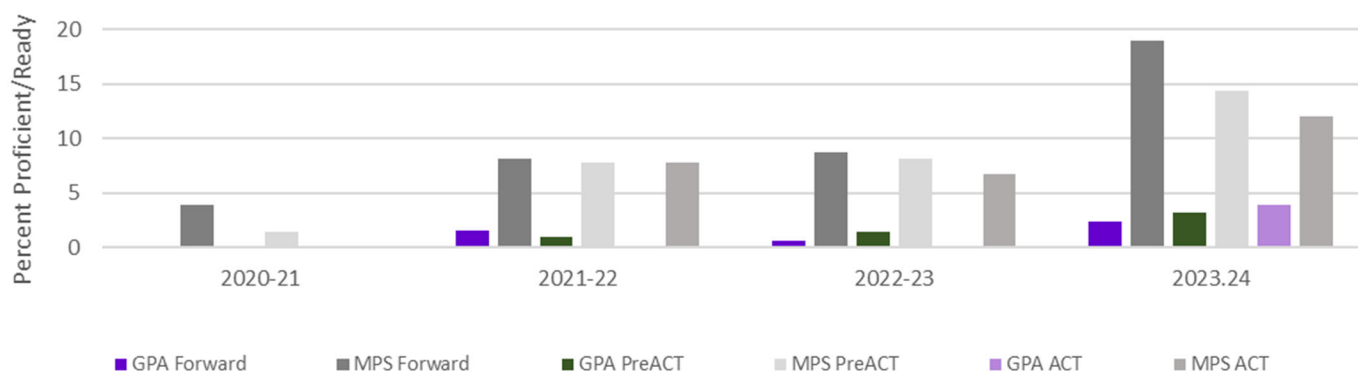
Forward
Assessment

WSAS Mathematics (grades 9-11)

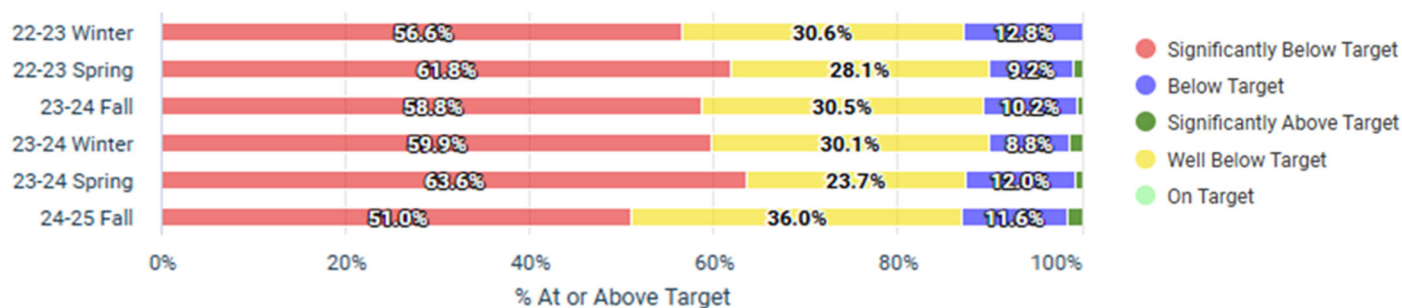
Achieve a percentage of high school pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in mathematics that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding

ACT and Pre-ACT
Assessments

WSAS Mathematics



STAR MATHEMATICS



School Improvement Plan Goals and Progress

Theory of Action

If we implement PLC's by including and enacting the following specific components regarding vocabulary and word acquisition via effective data dives (pre/post assessment/data driven instruction/progress monitoring in all content areas) and pedagogical analysis then teachers/staff will implement and effectively execute instructional strategies to actively engage all students in the Core Learning and students will actively participate in all learning for all content areas as evidenced by an increase in proficiency on classroom assessments, standardized tests, and student work samples by the end of the 2024-25 school year.

Evidence Based Instructional Strategy

Professional Learning Communities (PLCs)

Action Steps

Provide professional development in analyzing student outcomes (CABs, STAR, etc.) and designing instruction to meet student needs.

Progress to Date

During Thursday PLC time, teachers meet with content level teams to discuss and analyze data and standards to determine student needs and shifts in instruction.

IMPACT: Increase in student engagement in the classrooms (see walk data). Teachers are gaining a better understanding of the standards and an increase in project based learning, small groups and collaboration with colleagues.

GreenTree Preparatory Academy (GPA)

Science & Social Studies

Science

WSAS Science (grades 6-8)

Achieve a percentage of middle school pupils (grades 6-8) in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in science that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.

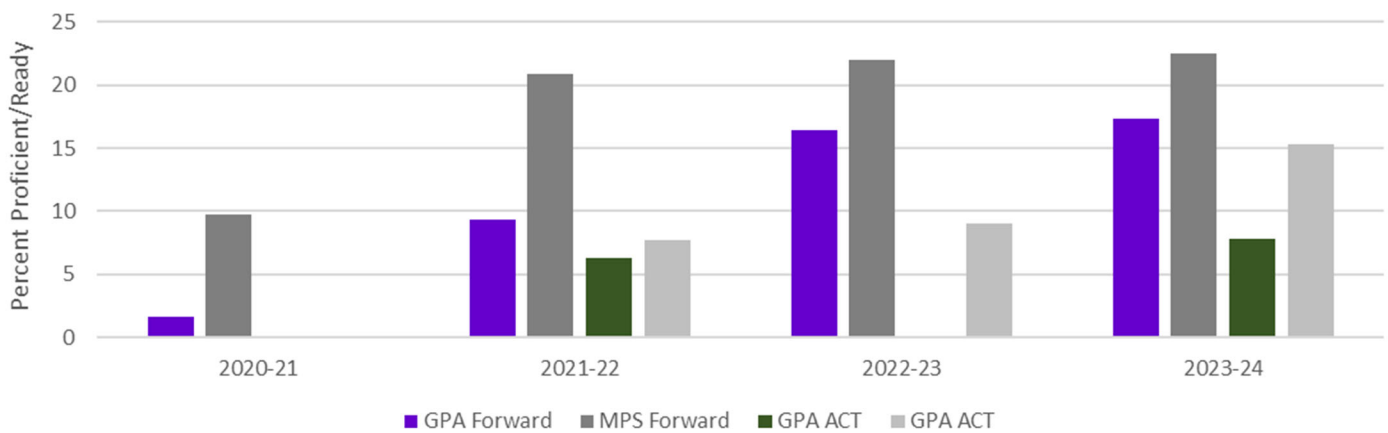
Forward
Assessment

WSAS Science (grades 9-11)

Achieve a percentage of high school pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in science that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.

ACT and Pre-ACT
Assessments

WSAS Science



Social Studies

WSAS Social Studies (grades 6-8)

Achieve a percentage of middle school pupils (grades 6-8) in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in social studies that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.

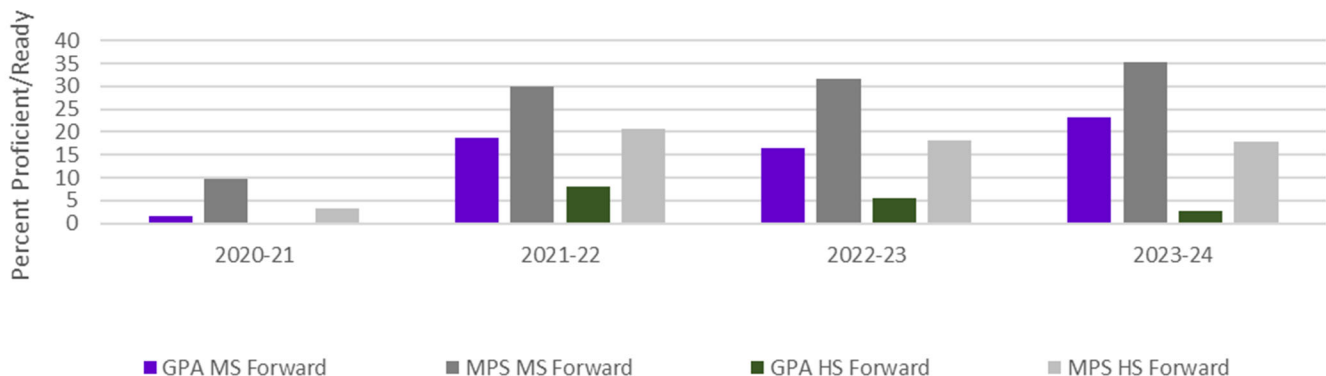
Forward
Assessment

WSAS Social Studies (grade 10)

Achieve a percentage of high school pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in social studies that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS

Forward
Assessments

WSAS Social Studies



GreenTree Preparatory Academy (GPA)

Climate and Culture

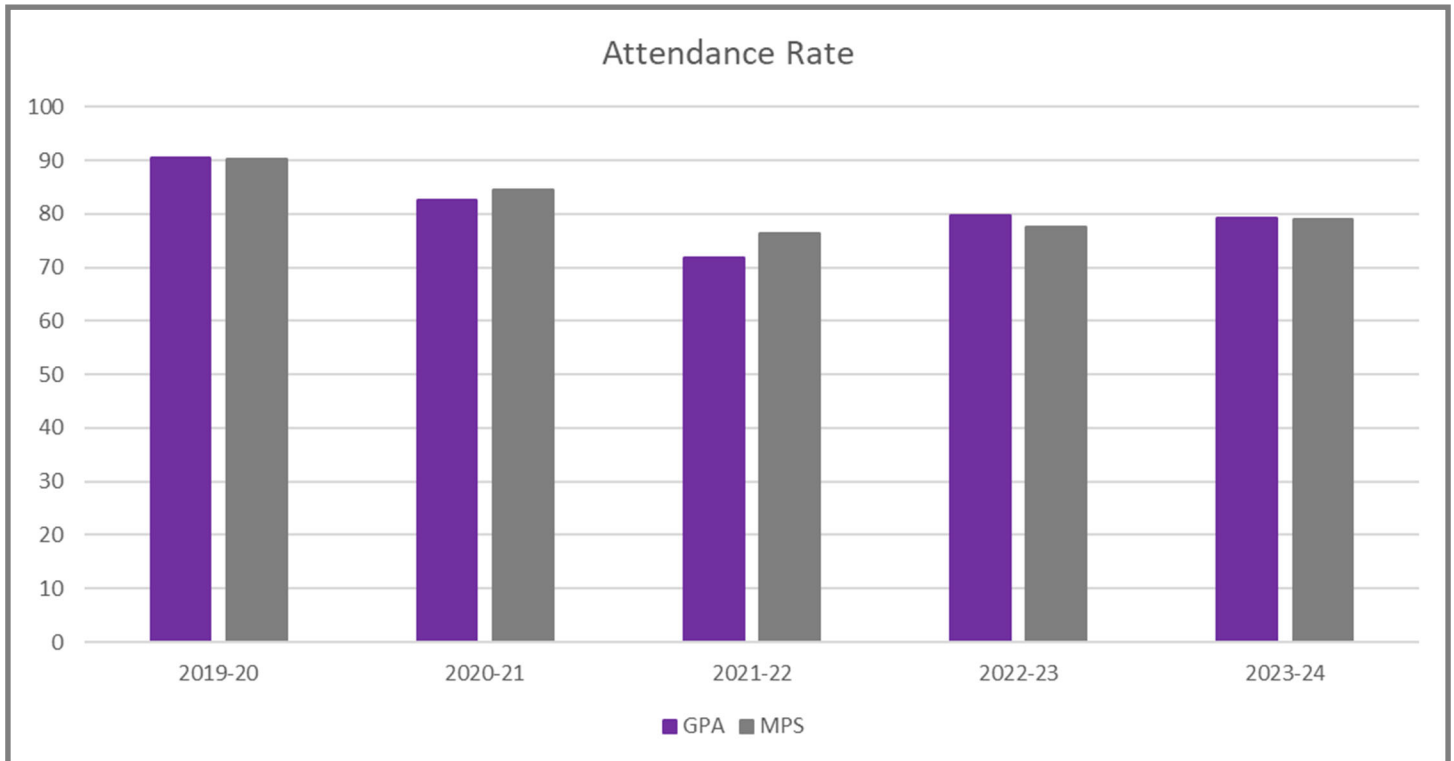
Attendance Rate

Current
Attendance Rate

Achieve an average daily attendance rate of pupils in Charter School that is the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools.

74.9%

Data pulled January 2025



Suspension Rate

Note: Suspension rate is not a contract measure

Year	2020-21	2021-22	2022-23	2023-24	2024-25 YTD
Suspension Rate	0.0%	33.1%	31.7%	31.6%	27.7%

DPI Report Card Results

Overall Score

Overall Ranking

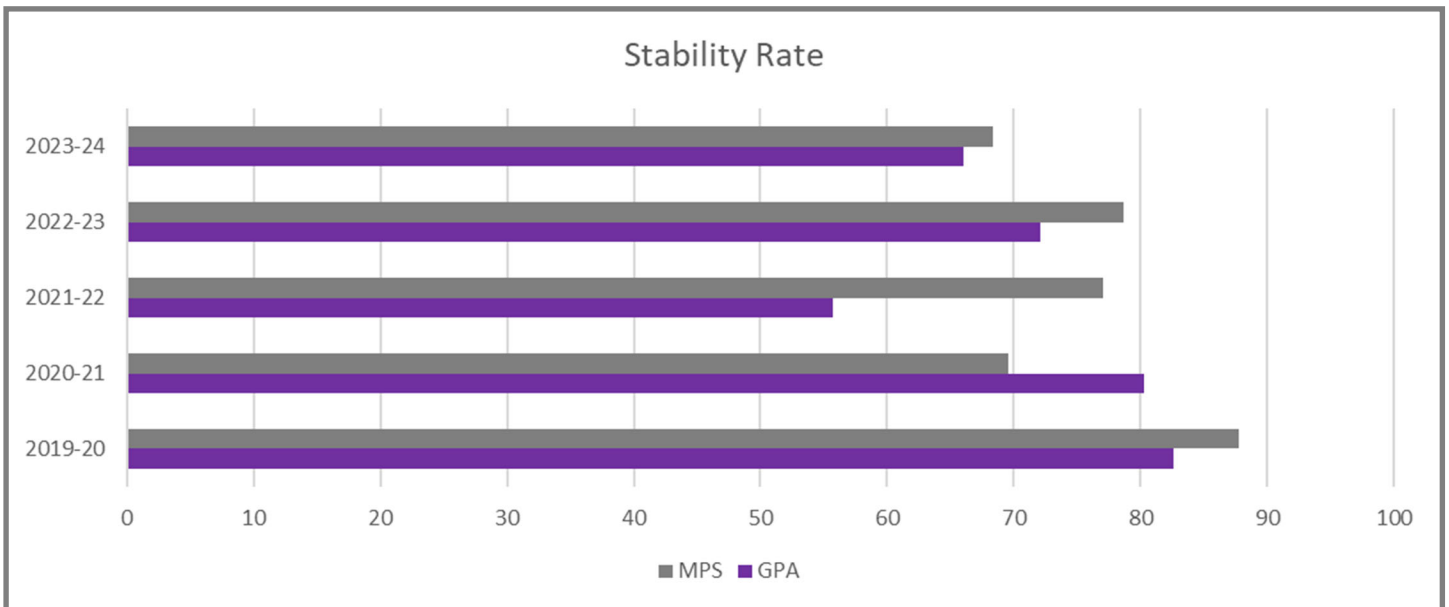
2023-24	46.1	Fails to Meet Expectations
2022-23	46.6	Fails to Meet Expectations
2021-22	29.0	Fails to Meet Expectations
2020-21	AR	Needs Improvement
2019-20	NA	Year Opened

GreenTree Preparatory Academy (GPA)

Climate and Culture

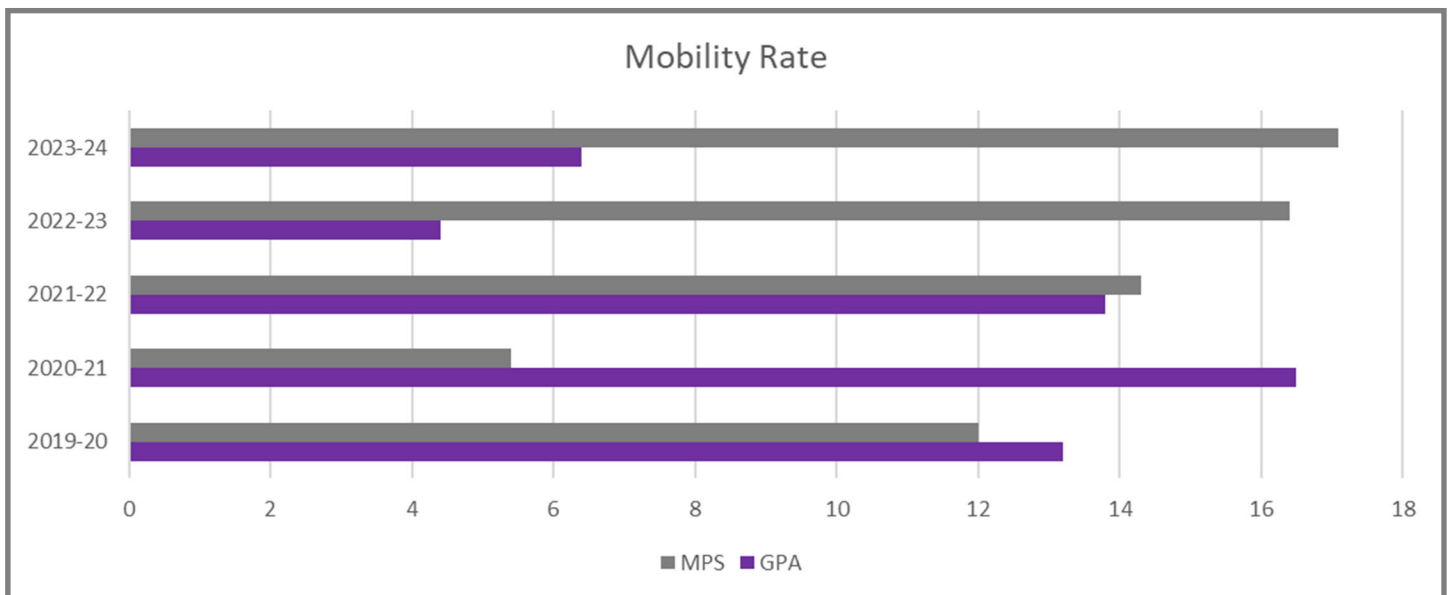
Stability Rate

Achieve a stability rate of pupils in Charter School that is the same as, or higher than, the stability rate of pupils in corresponding grades in all MPS schools. In this contract “stability rate” shall refer to the percentage of students (excluding top grade level) enrolled on the May count date of the first year that are still enrolled on the following year’s September count date.



Mobility Rate

Achieve a mobility rate of pupils in Charter School that is the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools.

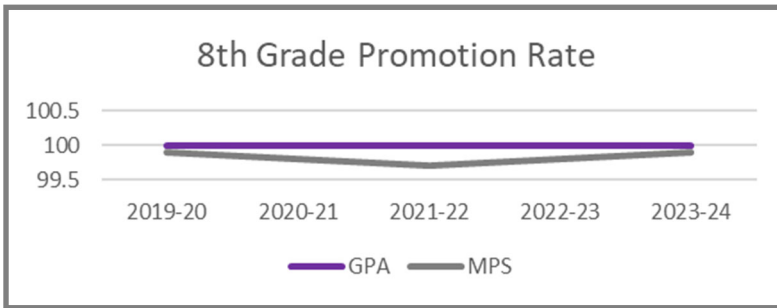


GreenTree Preparatory Academy (GPA)

Climate and Culture

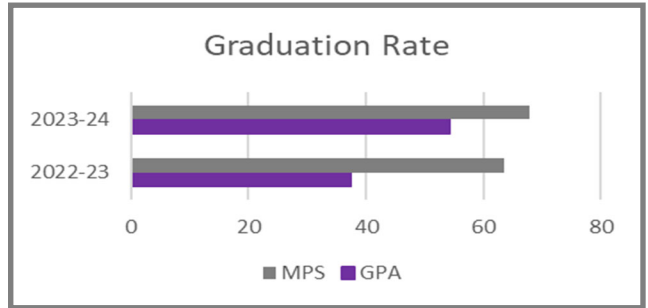
8th Grade Promotion Rate

Achieve a percentage of pupils promoted from grade 8 in Charter School that is the same as, or higher than, the percentage of pupils being promoted from the corresponding grades in all MPS schools.



Graduation Rate

Using a DPI formula for comparison, Charter School shall achieve a high school graduation rate that is the same as, or higher than, the high school graduation rate in all MPS high schools.



Climate and Culture: School Improvement Plan Goals and Progress

Theory of Action

If we implement Restorative Practice by including & enacting the following specific components of community building, framework norms, and introduction of restorative practice topics during advisory then teachers/staff will develop strong, positive relationships with all students and students will be engaged in classroom work and have positive relationships with peers and staff as evidenced by increased attendance and on-task behavior and decreased referrals and suspensions by the end of the 2024-25 school year.

Evidence Based

Restorative Practices

Instructional Strategy

Action Steps

Provide professional development on restorative practices.

Provide walk-throughs and descriptive feedback for staff on the use of restorative practices.

Procedures and expectations will be explained and taught to all staff and students starting day one, sustained through the year, with specific foci when appropriate, based on data.

Restorative Practice professional development has been provided since September. Teachers are engaging students in lessons during Advisory time. Strategies are used in the classroom and as needed throughout the school.

Feedback is provided to teachers on the implementation of Restorative Practice lessons during Advisory. There has been improvement in the climate and culture and the school recognizes there is still work to be done.

Progress to Date

IMPACT: Climate and Culture has improved. Office Discipline Referrals (ODR) has decreased from September to December. When a conflict arises, there has been an increase in students requesting a restorative circle to repair harm that has been done.

ODR: Middle School Improvement - September = 154, October = 104, November = 111, December = 74
High School Improvement - September = 59, October = 35, November = 10, December = 8

Summary of Academic Performance Metrics

Charter School pupils shall be deemed by the Board to have made sufficient progress towards attaining the educational goals under Wis. Stat 118.01, or the academic performance criteria established by the Board, if Charter School meets at least 75% of the applicable performance items.

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Percentage Met	50.0%	50.0%	16.7%	23.1%	23.1%



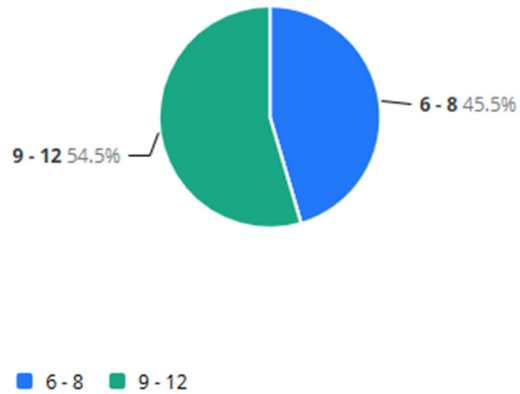
GreenTree Preparatory Academy (GPA)

Instructional Walk Data

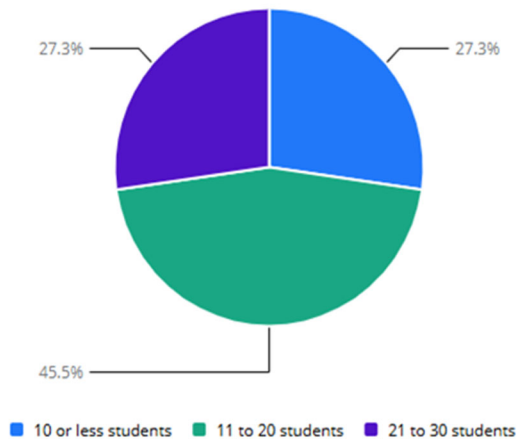
Total Number of
Instructional Walks
Semester 1: September to
January

22

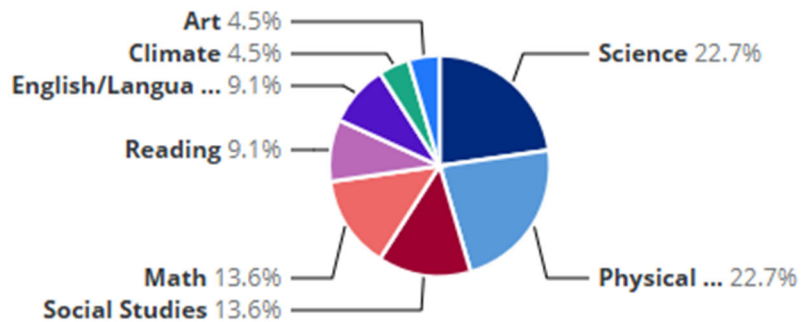
Grade Levels Observed



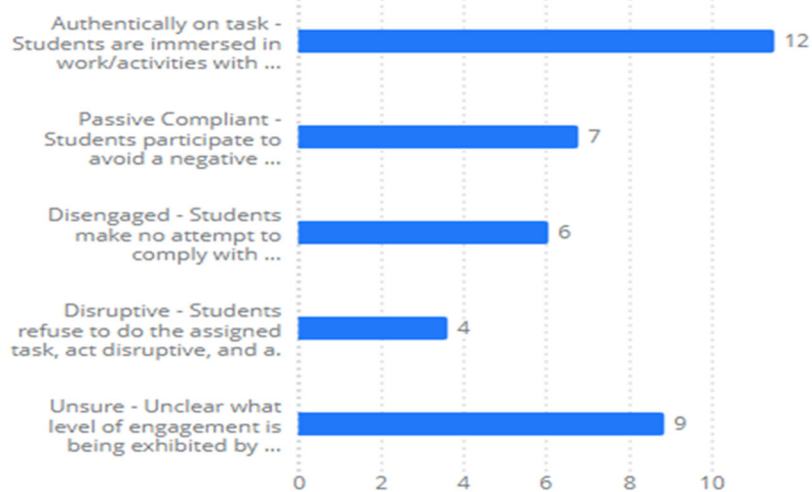
Number of Students in the Classrooms



Scheduled Content Area & Content Observed



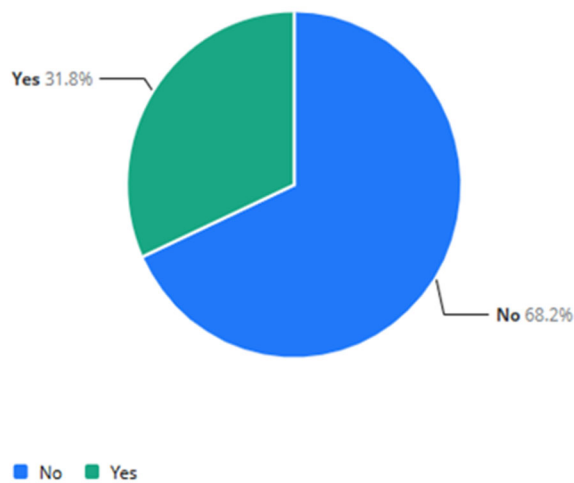
What level of student engagement was observed?



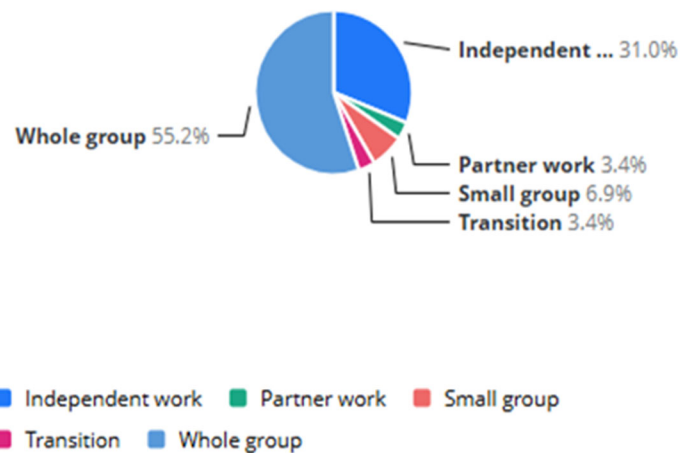
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Instructional Walk Data

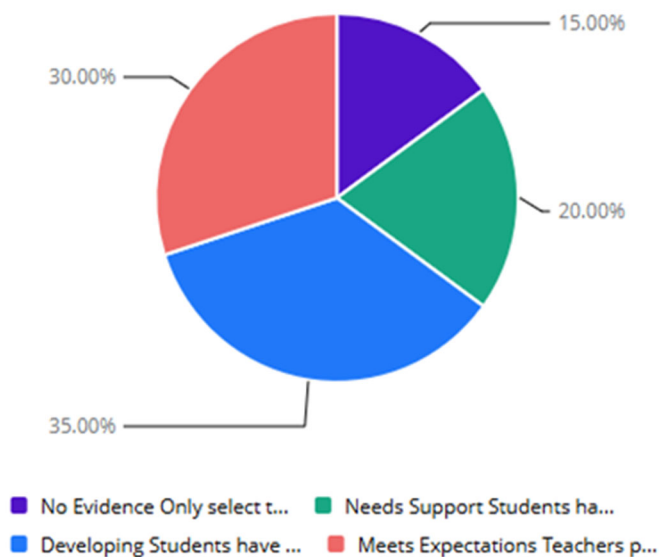
Are students talking to one another about content?



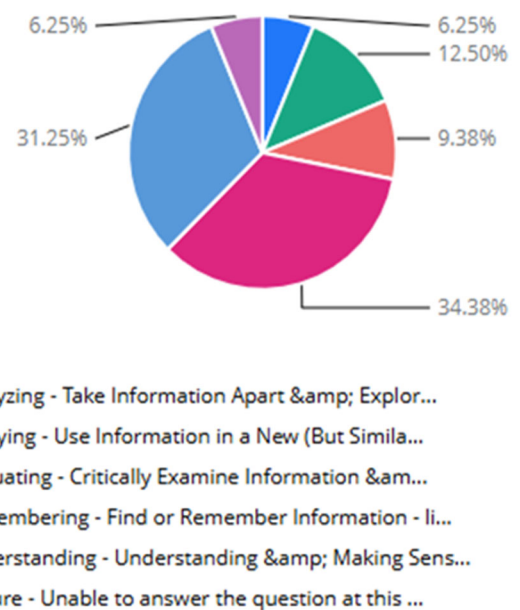
Mode of Instruction/Instructional Design



Provide opportunities for student choice.



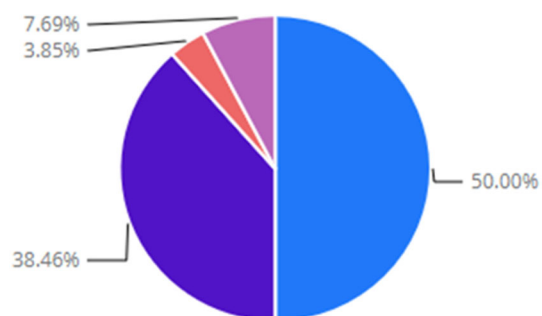
Bloom's Taxonomy



GreenTree Preparatory Academy (GPA)

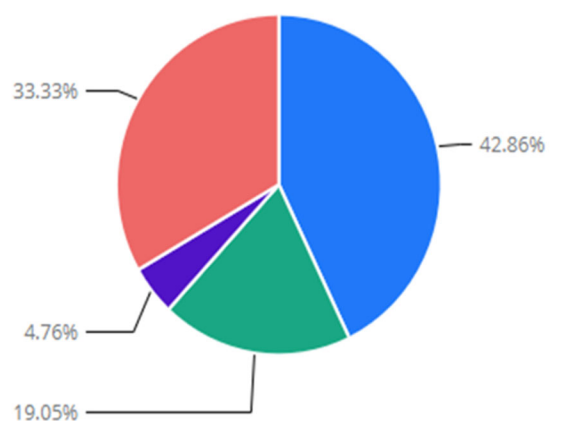
Instructional Walk Data

What was the level of student learning that was observed?



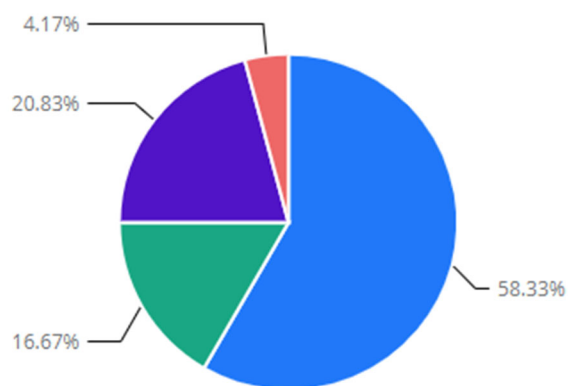
- Acquisition - Students gather and store bits of...
- Application - Students use acquired knowledge t...
- Assimilation - Students extend and refine their...
- Unsure - Unable to answer the question at this ...

Use approved high-quality, standards-based instructional materials.



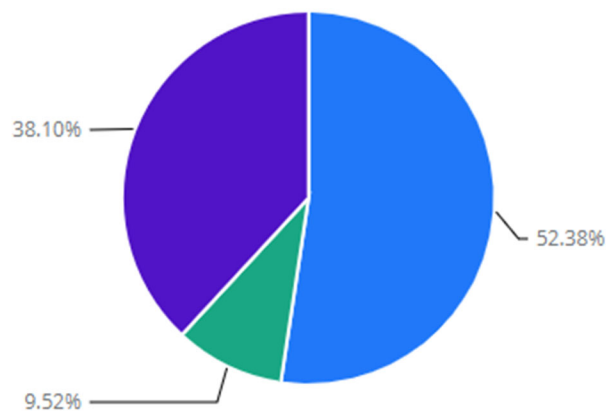
- Developing There is evide...
- No Evidence/Needs Support ...
- Exceed Expectations Includes ...
- Meets Expectations There is e...

What instructional materials/technology were observed?



- Technology equipment used by teacher t...
- Technology used by students to master ...
- Hands-on materials ...
- None observed ...

Align instruction to grade-level standards.

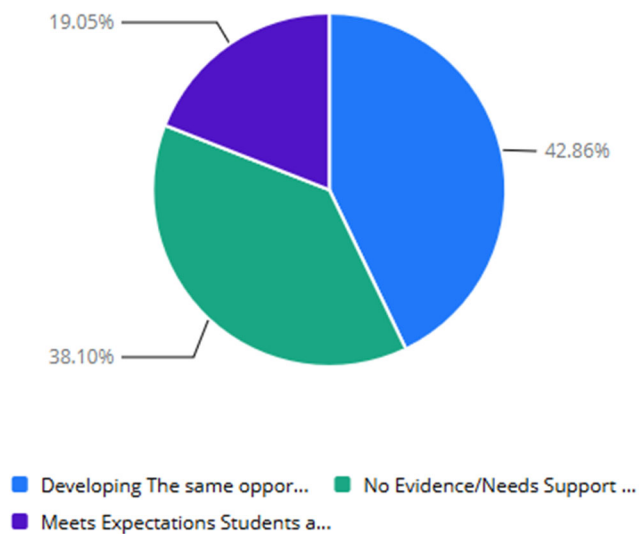


- Developing Some of the in...
- No Evidence/Needs Support ...
- Meets Expectations Instruction...

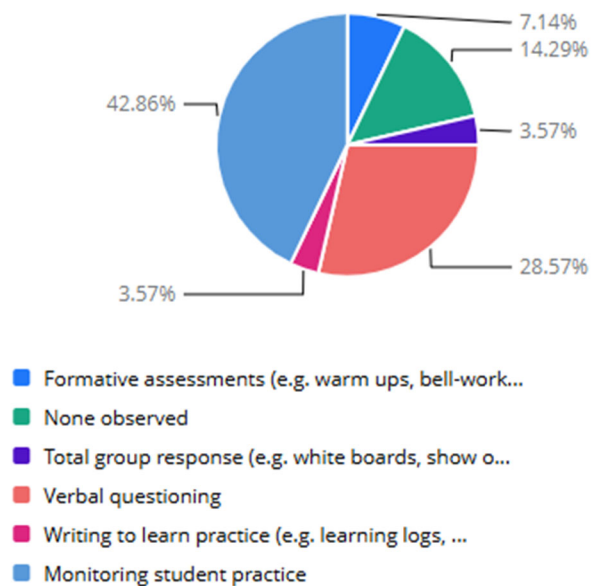
GreenTree Preparatory Academy (GPA)

Instructional Walk Data

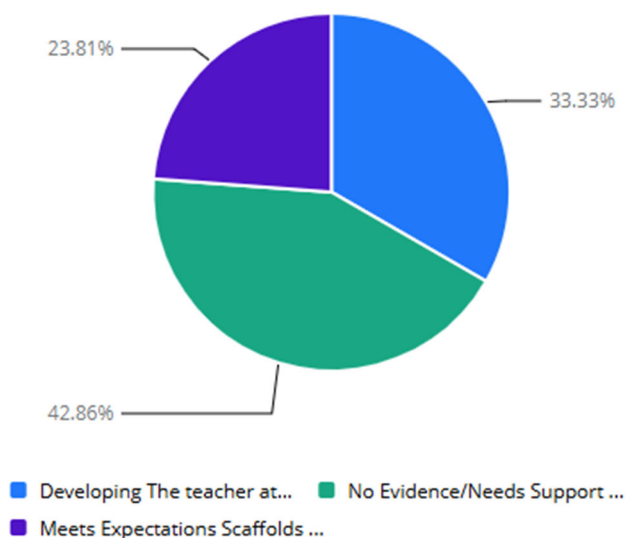
Provide students with the opportunity to demonstrate their learning to others.



What type of checks for learning/understanding were observed?



Provide scaffolding that leverages student entry points into the lesson.



What type of differentiation was observed?

