

2024-2025 School Improvement Plan *at a glance*

State Report Card

Fails to Meet Expectations

39.6



Wisconsin Conservatory of Lifelong Learning

Grades Served: K4-Grade 12

Principal: Dr. Ramona Phillips

1017 N. 12th St.

Milwaukee, WI 53233



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction by including evidence-based materials, district-approved materials, and early interventions, then teachers and staff will provide high-quality instruction by using district-mandated materials. As a result, students will, in return, demonstrate an increase in reading level as evidenced by one year's academic growth in Star and/or Brigance (classroom-based assessments, snapshots grades) by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including the school behavior matrix, CICO, and the establishment of classroom norms and procedural documents, then teachers and staff will have better relationships with students and a decrease in classroom-managed behavior incident referrals. As a result, students will have an increase in positive incentives as evidenced by a decrease in classroom-managed behavior incident referrals by the end of the 2024-2025 school year.

School Vision and Values

School Vision

We believe that the most engaging strategy for achieving the mission of Wisconsin Conservatory of Lifelong Learning is to function as a collaborative professional learning community.

School Values

We envision that lifelong learning values will achieve the following:

- Create a culture of integrity to support cooperative leadership.
- Build mutual respect for individual student academic success.
- Maintain disciplined peer and professional relationships.

Guide students to develop a strong work ethic. Provide frequent opportunities for positive family engagement.

Long-Term Goals

ACCELERATING LEARNING

1. Schools will demonstrate a 5% increase in the number of students who score *meeting/advanced* in math and English language arts (overall and disaggregated by groups) on the state assessments for each consecutive year from the spring of the previous year to the spring of the current year.
2. Schools will demonstrate a 10% decrease in the number of students who score *developing* in math and English language arts (overall and disaggregated by groups) on the state assessments for each consecutive year from the spring of the previous year to the spring of the current year.

CULTIVATING EQUITABLE LEARNING ENVIRONMENT

1. Schools will maintain a 95% attendance rate.
2. Schools will have 100% of students regularly attending (90% of the time).
3. Schools will reduce the percentage of Black/African American students receiving behavior referrals (ODRs) by 10% by the end of the school year through the use of equitable practices as part of a multi-tiered system of support.

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