

2024–2025 School Improvement Plan *at a glance*

State Report Card

Meets Few Expectations

57.9



William Cullen Bryant Elementary School

Grades Served: K4–Grade 5

Principal: Tiffany Hollowell

8718 W. Thurston Ave.

Milwaukee, WI 53225



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction and small-group instruction, then teachers and staff will use the professional learning communities framework to analyze data, differentiate, and plan instruction. As a result, students will consistently engage in science-based small-group reading instruction as evidenced by an increase on Star reading, Brigance, and aimswebPlus scores by the end of the 2024–2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including the following specific component—students will be verbally acknowledged regularly—then teachers and staff will proactively communicate regularly with students and families. As a result, students will attend school 90% of the time or more as evidenced by attendance reports on the data dashboard by the end of the 2024–2025 school year.

School Vision and Values

School Vision

Each year, students at Bryant Elementary School will engage in a creative process to develop and nurture their diverse skills, gifts, and talents. Through STEM integration, students will excel and view learning as a lifelong opportunity to become future leaders.

School Values

Accountability for all stakeholders.
Collaboration among teachers, students, and parents.
Embrace change.
Dedicated to nurturing students' diverse skills, gifts, and talents.

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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