

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Expectations

65.1



Hamlin Garland School

Grades Served: K4-Grade 8
Principal: Michelle Ellison-Sanders

3120 W. Green Ave.
Milwaukee, WI 53221



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including the district-adopted ELA instructional materials to engage all learners and scaffolded instructional practices, then teachers and staff will use district-approved curriculum and SRBIs to scaffold and plan modifications for Tiers 1 and 2 instruction. As a result, students will have access to fidelity of Tiers 1 and 2 instruction with a focus on foundational reading skills, vocabulary acquisition, and application as evidenced by data-driven instructional strategies from classroom assessments based on standards, summative district assessments, and individualized instruction data tracking by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including Second Step, SEL, and mindfulness practices, then teachers and staff will attend school professional development that explicitly teaches teachers how to incorporate SEL strategies into classroom practices to increase social competence, regulation, and reduce office discipline referrals (ODRs), and students will have reduced negative PLP contacts and ODRs. As a result, student academic proficiency will increase due to reduced disruptions and increased student engagement as evidenced by a reduction in schoolwide ODRs, increased instructional minutes, and improved student attendance percentages by the end of the 2024-2025 school year.

School Vision and Values

School Vision

At Garland School, our goal is to provide each child with the foundation needed for happiness and success in adult life. Our highly trained staff cultivates a positive and caring environment while using experiential learning to ensure high levels of student growth.

School Values

Curb appeal.

Standards-based learning.

Explicit instruction.

Inquiry-based learning.

None of this works without serious team building, parent involvement, and productive teacher collaboration.

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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