

2024–2025 School Improvement Plan *at a glance*

State Report Card

Meets Few Expectations

57.2



Goodrich Elementary School

Grades Served: K4–Grade 5

Principal: Shalonda Harris

8251 N. Celina St.

Milwaukee, WI 53224



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including the following specific components—differentiating and scaffolding in literacy instruction—then teachers and staff will adjust instruction based on student needs and data reviews/chats during professional learning communities. As a result, students will close the achievement gaps and increase their academic skills as evidenced by progress monitoring using benchmark assessments by the end of the 2024–2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including the following specific components—expectations and procedures—then teachers and staff will implement attendance CICO. As a result, students will increase attendance and academics as evidenced by daily attendance being improved by the end of the 2024–2025 school year.

School Vision and Values

School Vision

Goodrich School's vision is to educate every student in our community and strengthen their academic success. By 2027, we want every student to be prepared for higher education and citizenship.

School Values

In collaboration with staff, students, and families, Goodrich School values holding each group accountable for educating all of our students with high expectations and valuing each person as a vital component to learning.

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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