

# 2024–2025 School Improvement Plan *at a glance*

## State Report Card

Meets Few Expectations

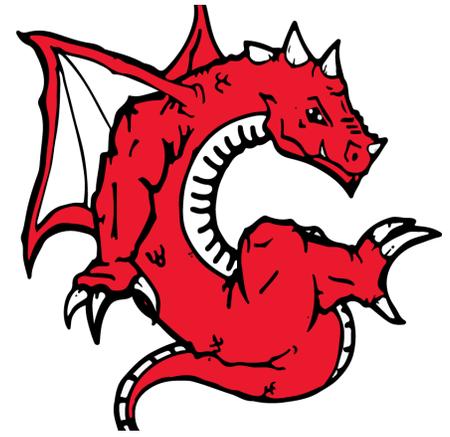
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## Grantosa Drive School

**Grades Served: K4–Grade 8**  
**Principal: Thaddeaus Hilliard**

4850 N. 82nd St.  
Milwaukee, WI 53218



## School Improvement Focus

### Instruction

#### Community Schools—Culturally Responsive Teaching Practices

Theory of action: If we implement community schools—culturally responsive teaching practices, including scaffolding during teacher-led small groups, then teachers and staff will utilize professional learning communities to collaboratively plan and implement explicit instruction. As a result, students will increase in proficiency as evidenced by a decrease in students who are *below basic* in reading as evidenced on the Star assessment and classroom assessments based on standards by the end of the 2024–2025 school year.

### Culture and Climate

#### Restorative Practices

Theory of action: If we implement restorative practices, including positive behavior strategies and build and repair relationships, then teachers and staff will have expectations and procedures in place. As a result, students will come to a calm learning environment each and every day as evidenced by a decrease in office discipline referrals and suspensions, an increase in the school-wide attendance, and improved walk-through data by the end of the 2024–2025 school year.

## School Vision and Values

### School Vision

Grantosa Drive School will become a high-performing school through EPIC action: effective student engagement, proficient teaching and learning, inquiry-based instruction, and cooperative collaboration and character development.

### School Values

Grantosa will become a high-performing school through EPIC action:  
Effective student engagement.  
Proficient teaching and learning.  
Inquiry-based instruction.  
Cooperative collaboration and character development.

## 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.

### Submit Feedback

Your feedback is important  
and helps us to improve.