

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Expectations

66.6



Greenfield Bilingual School

Grades Served: K4-Grade 8

Principal: Adalberto Salas

1711 S. 35th St.

Milwaukee, WI 53215



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including reading professional development pertaining to the whole-small-whole instructional design, then teachers and staff will implement the reading instructional design, including whole-small-whole instruction. As a result, students will engage in small-group and differentiated learning as evidenced by improved student proficiency on Star reading progress monitoring data as well as classroom assessments based on standards by the end of the 2024-2025 school year.

Culture and Climate

Social and Emotional Learning

Theory of action: If we implement social and emotional learning, including (1) review of the Second Step curriculum and other SEL resources for staff, (2) check for fidelity of implementation of Second Step, and (3) review relevant student behavior data/results monthly as a staff, then teachers and staff will implement the Second Step curriculum and other SEL resources to build community and teach conflict resolution strategies with fidelity. As a result, students will enhance their empathy, develop more effective relationship-building strategies, and strengthen their conflict resolution skills as evidenced by a decrease in the disproportionate number of referrals for our Black/African American students by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Greenfield Bilingual School envisions preparing young learners to pursue their aspirations and contribute to the world.

School Values

Greenfield Bilingual School respects all people, values equality, and celebrates diversity while focusing on honesty, kindness, and equity.

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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