

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Few Expectations

49.4



Hawley Environmental School

Grades Served: K4-Grade 5

Principal: Cynthia Bush

5610 W. Wisconsin Ave.

Milwaukee, WI 53213



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including foundational reading skills (phonics, word recognition, and fluency), then teachers and staff will plan and implement data-driven, teacher-led differentiated groups for foundational skills. As a result, students will participate in differentiated explicit instruction based on their reading skills as evidenced by an increase in their English language arts proficiency by 5% or more by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including specific school-wide PBIS procedures and expectations, then teachers and staff will model positive behavior choices for students and reinforce student behaviors with ClassDojo and green tickets. As a result, students will model positive behaviors based on the PBIS expectations and procedures for which they are receiving ClassDojo points or green tickets as evidenced by a rise in the number of students attending 90% of the time or more by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Hawley's students are encouraged to be globally minded, critical thinkers and environmentally conscious and caring leaders in the school, home, and community.

School Values

The goal of Hawley Environmental School is to infuse all aspects of global education throughout the instructional programs to help students be cognizant of our present world and respond effectively as citizens and workers to future challenges and opportunities. These goals will be met by the following:

Building strong relationships within the school among students, staff, families, and the community.

Building capacity on how to deliver daily instruction with excellence at grade level and aligned with the Wisconsin Common Core State Standards.

Improving student attendance.

Decreasing discipline referrals and embracing PBIS practices.

Incorporating culturally responsive practices considering equity and diversity.

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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