

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Few Expectations

49.8



Hopkins Lloyd Community School

Grades Served: K4-Grade 5

Principal: Misty Ellen Kreider

1503 W. Hopkins St.
Milwaukee, WI 53206



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including data-driven, small-group instruction, then teachers and staff will have created multi-leveled groups from data sources and modeling appropriate skills. As a result, students will practice the modeled skills taught during whole or small group as evidenced by increased proficiency in reading by 5% on the district screener by the end of the 2024-2025 school year.

Culture and Climate

Mentoring

Theory of action: If we implement mentoring, including positive relationship building with students, then teachers and staff will mentor students through restorative conversations. As a result, students will celebrate and acknowledge their own and their peers' attendance and accomplishments as evidenced by a reduction in ODRs in disorderly conduct and fighting by the end of the 2024-2025 school year.

School Vision and Values

School Vision

We envision that by 2025, Hopkins Lloyd Community School will establish and support the school community in meeting the goal of making every student career and/or college ready by encouraging student achievement and creating a culturally responsive, positive learning environment that welcomes students, families, staff, and community members.

School Values

Hopkins Lloyd Community School values promoting the educational growth and development of all students; providing students and staff with the knowledge, skills, and strategies needed to develop the foundation for lifelong learning, academic excellence, and a caring, positive attitude toward self and others; fostering real-world application of skills taught and achieved with parent and community support within the context of the highly technological society in which we live; and maintaining staff members who are dedicated to implementing and preserving an effective professional learning community.

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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