

2024-2025 School Improvement Plan *at a glance*

State Report Card

Exceeds Expectations

75.3



Humboldt Park School

Grades Served: K4-Grade 8

Principal: Erik Conner

3230 S. Adams Ave.

Milwaukee, WI 53207



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including utilizing assessment data to plan for strategic small-group instruction, then teachers and staff will plan and implement data-informed, small-group Tier 1 instruction in K-grade 8. As a result, students will successfully access Tier 1 content as evidenced by an increase in student proficiency on formative assessments by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including expectations, procedures, and accountability systems, then teachers and staff will buy in and utilize school-wide PBIS systems. As a result, students will demonstrate appropriate behaviors in all areas of the building (playground, lunchroom, classroom, hallways, specials, bus, bathroom) as evidenced by a decrease in office discipline referrals submitted every month by the end of the 2024-2025 school year.

School Vision and Values

School Vision

We envision offering a differentiated academic and social-emotional educational program where staff works with diverse learners and families to create hard-working, persevering, collaborative individuals who go into ninth grade demonstrating grade-level proficiency and who continuously grow and navigate a path toward lifelong learning.

School Values

Accountability - 23/24.
Collaboration - 22/23.
Equity - 22/23 and 23/24.
Data-driven decision making.
Growth mindset.
Acceleration.
Inclusive instruction.

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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