

2024-2025 School Improvement Plan *at a glance*

State Report Card

Fails to Meet Expectations

45.3



Henry David Thoreau School

Grades Served: K4-Grade 8

Principal: Paula Jackson

7878 N. 60th St.

Milwaukee, WI 53223



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including aligning instruction to standards and pacing guides, then teachers and staff will provide specific grade-level instruction that corresponds with the unit outlined on the subject-area standards wall. As a result, students will be exposed to and will master grade-level literacy standards as evidenced by an increase in ELA proficiency according to spring-to-spring Star reading data by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including morning meetings, mindfulness, and social-emotional learning, then teachers and staff will build a sense of community and relationships, offer choices to students, and ensure that all voices are valid and heard. As a result, students will increase their ability to self-regulate and problem solve as evidenced by a decrease in office discipline referrals and suspensions by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Henry David Thoreau K-8 School envisions preparing every student for success in high school and future endeavors. By students' eighth grade completion, we will provide the following:
Engaging culturally responsive learning practices.
Twenty-first-century learning initiatives and skills.
Integrated project-based learning experiences with an inquiry approach.

School Values

Student-centered decision making.
Development of lifelong learners.
Nurturing and protecting safe, respectful, and responsible learning spaces.
Encouraging and respecting student voice.
Collaborating with students, family, staff, and community stakeholders.
Advocating for the social, emotional, and physical well-being and self-care of the entire school community.
Practicing culturally responsive teaching.

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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