

2024-2025 School Improvement Plan *at a glance*

State Report Card

Fails to Meet Expectations

40.1



Thurston Woods Campus

Grades Served: K4-Grade 8
Principal: Stephanie Zollicoffer-Phillips

5966 N. 35th St.
Milwaukee, WI 53209



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including modeling and planning for reading skills, then teachers and staff will teach, explicitly and systematically, fluency literacy skills. As a result, students will practice oral fluency with leveled reading passages as evidenced by a 5% increase in district assessments and overall improvement in common assessments by the end of the 2024-2025 school year.

Culture and Climate

Trauma-Sensitive Schools

Theory of action: If we implement trauma-sensitive schools, including morning meetings, then teachers and staff will go through greeting, sharing, and morning message. As a result, students will have positive language among peers as evidenced by decreased office discipline referrals within the classroom setting by the end of the 2024-2025 school year.

School Vision and Values

School Vision

The Thurston Campus community will collaborate to teach with compassion, rigorous, and engaging instruction while providing a culturally responsive environment that creates lifelong learners in an evolving society.

School Values

Respect: We show respect for all members of our school community in everything we say or do.
Compassion: We nurture positive relationships through caring, trusting, and kind interactions.
Community: We work as a community to achieve our collective goals. We are a collaborative team. Our success is interdependent.
Personal development: We are reflective and continuous learners. Education is our priority.
Grit: We persist, even after setbacks. We believe that every experience is an opportunity to learn more.

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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