

Michelle Ellison-Sanders, Principal



**Garland School
Grades
K4 - 8**

3120 W. Green Ave.
Milwaukee WI 53221

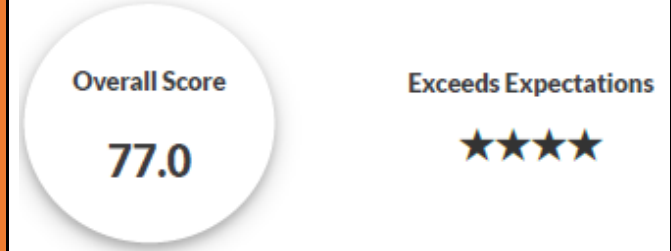
**School Improvement Plan
At-A-Glance
2023 - 2024**

[Submit Feedback](#) - your feedback is important and helps us to improve.

State Report Card

Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card.

See <https://dpi.wi.gov/accountability/resources> for more details.



ESSA Accountability Report 2021-2023:
Targeted Support and Improvement
[Notice of Educational Options](#)

Vision and Values

School Improvement Goals and Strategies

Vision:

At Garland School, our goal is to provide each child with the foundation needed for happiness and success in adult life. Our highly trained staff cultivates a positive and caring environment while using experiential learning to ensure high levels of student growth.

Values:

- Curb Appeal
- Standards Based Learning
- Formative Assessments
- Experiential Learning

None of this works without serious team building, parent involvement, and productive teacher collaboration.

District Key Metrics

1. Schools will demonstrate a 5% increase in the number of students who score proficient in math and English language arts (overall and disaggregated by groups) on the state assessments from the spring of 2021-22 to the spring of 2023-24.
2. Schools will demonstrate a 10% decrease in the number of students who score below basic in math and English language arts (overall and disaggregated by groups) on the state assessments from the spring of 2021-22 to the spring of 2023-24.
3. Schools will increase the percentage of students (overall and disaggregated by groups) graduating by 10% as measured by the four-year graduation rate in WISEdash.
4. Schools will maintain a 95% attendance rate.
5. Schools will have 100% of students regularly attending (90% of the time).
6. Schools will reduce the racial/ethnic disproportionality in referrals, identifications and disciplinary procedures through the use of equitable practices as part of a multi-tiered system of support.

ACCELERATING LEARNING GOAL: Every student will reach academic excellence/proficiency at every grade level and graduate on time ready to meet their future success.

Academic Theory of Action: If we have more professional development in the area of EL instruction, collaboration with district ESL mentors, more strategic use of ESL teachers, students will be able to better access grade-level standards, which will improve student achievement in the area of reading.

CULTIVATING EQUITABLE LEARNING ENVIRONMENT GOAL: Every student will thrive as a result of a positive school climate and culture in which all students are supported, valued and respected.

Culture/Climate Theory of Action: If we teach and practice behavior expectations throughout the year using behavior lessons, the Essential 8, and universal support for students then we'll see a common understanding of school behaviors which leads to a decrease in repeated referrals and suspensions. We are also improving data review and multi-tiered supports for behavior.