

2024-2025 School Improvement Plan *at a glance*

State Report Card

Exceeds Expectations

73.4



Academia de Lenguaje y Bellas Artes (ALBA)

Grades Served: K3-Grade 8

Principal: Brenda Martínez

1712 S. 32nd St.

Milwaukee, WI 53215



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including the comprehensive reviews of student assessments, then teachers and staff will plan data-informed, standards-aligned lessons with explicit instruction. As a result, students will engage in standards-aligned lessons that include guided practice with teacher support as evidenced by monthly vocabulary assessments by the end of the 2024-2025 school year.

Culture and Climate

Social and Emotional Learning

Theory of action: If we implement social and emotional learning, including lessons about attendance and community by implementing Second Step with fidelity, then teachers and staff will message to parents the importance of being on time to school. As a result, students will demonstrate the importance of getting to school on time as evidenced by increased attendance in first period by the end of the 2024-2025 school year.

School Vision and Values

School Vision

By 2024, we envision that every ALBA student will be at or above grade level in academic skills in both Spanish and English to become accomplished bilingual and bicultural leaders in society. This will be achieved through the following:

- The integration of the fine arts as a means of expression and identity.
- Bilingual language and content development.
- Academic English instruction.
- Parental and community involvement.

School Values

- Biliteracy/biculturalism.
- Academic rigor.
- Teacher empowerment.
- Fine arts and community partnerships.
- Parent involvement/leadership.

Long-Term Goals

ACCELERATING LEARNING

- 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.
- 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

- Schools will maintain a 95% attendance rate.
- Schools will have 100% of students regularly attending (90% of the time).
- 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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