

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Few Expectations

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Allen-Field Elementary School

Grades Served: K3-Grade 5

Principal: Fritz Blandon

730 W. Lapham Blvd.

Milwaukee, WI 53204



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities, including the comprehensive reviews of the classroom-based ELA data and lesson planning, then teachers and staff will review data and plan engaging and informed standards-aligned lessons with differentiation in small groups. As a result, students will engage in small-group lessons with teacher support as evidenced by the data collected on the school-based ELA data collection forms, classroom assessments based on standards, and universal screeners by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including threshold greetings, 2x10, relationship- and community-building strategies, and events with students and families, then teachers and staff will use the strategies with fidelity to create a sense of community with students. As a result, students will attend regularly due to feeling a part of their school community as evidenced by the data collected on the data dashboard (PLP data) and using the PBIS informational perception survey by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Allen-Field is a community where excellence is nurtured and each student will be prepared to succeed socially, emotionally, and academically in our ever-changing global world.

School Values

Academic and social/emotional empowerment.
Encouraging respectful, responsible, and safe choices.

Self-reflection and positive action.

Collaboration, cooperation, and production toward a common goal.

Effective communication.

Cultural awareness and responsiveness.

Encouraging creativity, innovation, and high expectations.

Fostering curiosity, perseverance, and critical thinking.

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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