2024–2025 School Improvement Plan *at a glance*

State Report Card

Meets Few Expectations

52.1

★★

Forest Home Avenue School

Grades Served: K3–Grade 5

Principal: Bradley Christensen

1516 W. Forest Home Ave.

Milwaukee, WI 53204

School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including the use of high-quality, standards-based formative practices that are differentiated for individual students, then teachers and staff will deliver small-group instruction that incorporates key elements of the foundational skills of reading. As a result, students will receive targeted learning experiences that improve their reading performance as evidenced by a collection of lesson plans that shows differentiation based on data gathered from formative assessments, and a 10% increase in proficiency on ELA classroom assessments based on standards 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 de-escalation strategies, incorporating de-escalating language into classroom management, and setting up teaching and students how to use the regulation tools/spaces in the classroom, then teachers and staff will identify when students are becoming escalated and effectively guide them to regulate themselves. As a result, students will be able to better monitor and regulate their own classroom behaviors as evidenced by a decrease in the number of PLP notes and referrals (focusing on disproportionality between Black/African American students and their peers) by the end of the 2024-2025 school year.

School Vision and Values

School Vision

All students will grow and learn within a safe, respectful, and responsible environment. Self-confidence and self-worth will develop as each student's cultural identity is both recognized and valued. Students will be challenged to think critically, problem solve, and be creative in order to build the knowledge and skills that are needed to be successful both personally and academically.

School Values

We are committed to the following:

Providing high-quality instruction through which all students are challenged to think critically and creatively both inside and outside of the classroom.

Working collaboratively with staff, students, families, and other community stakeholders to promote and achieve common goals.

Building positive relationships within a supportive and welcoming school community.

Recognizing, valuing, and celebrating the cultural and linguistic diversity of the entire school community.

Consistently offering a safe, respectful, and inclusive environment for staff, students, families, and partners.

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.

Submit Feedback

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