

2024–2025 School Improvement Plan *at a glance*

State Report Card

Meets Expectations
60.2



Lincoln Avenue School

Grades Served: K3–Grade 5

Principal: Damaris Ayala

1817 W. Lincoln Ave.

Milwaukee, WI 53215



School Improvement Focus

Instruction

Community Schools—Culturally Responsive Teaching Practices

Theory of action: If we implement community schools—culturally responsive teaching practices, consistent and intentional professional development, and coaching in curriculum and instructional practices, then teachers and staff will increase understanding of content and district-adopted curriculum, incorporate small-group instruction, and differentiate student work. As a result, students will strengthen their foundational and comprehension skills as evidenced by an increase in student scores to On Level or Above Level on the Star reading assessment by the end of the 2024–2025 school year.

Culture and Climate

Restorative Practices

Theory of action: If we implement restorative practices (RP), including threshold greetings, shared agreements, and RP circles, and merge PBIS practices with RP (for step prior: professional development will be utilized to give the skills to staff here), then teachers and staff will use threshold greetings, shared agreements, and RP circles and merge PBIS practices with RP. As a result, students will help staff by introducing circles to the classrooms after being trained by an outside partner with the CSC and co-create shared agreements leading to an understanding of the expectations in the classroom as evidenced by PLP data, suspension data, and CICO by the end of the 2024–2025 school year.

School Vision and Values

School Vision

The school's goal is to accelerate the academic and social development of each child while also engaging them in our sustainability and equity priorities.

School Values

To serve our whole community with respect, to be responsible for each other, and to honor all cultures and backgrounds.

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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