

2024–2025 School Improvement Plan *at a glance*

State Report Card

Meets Few Expectations

52.1



Oliver Wendell Holmes School

Grades Served: K4–Grade 8

Principal: Tayotis Caldwell

2463 N. Buffum St.

Milwaukee, WI 53212



School Improvement Focus

Instruction

Community Schools—Culturally Responsive Teaching Practices

Theory of action: If we implement community schools—culturally responsive teaching practices, including differentiated instruction during small-group, teacher-led groups, then teachers and staff will implement explicit instruction and student-centered learning opportunities. As a result, students will increase proficiency as evidenced by Star data and classroom assessments based on standards by the end of the 2024–2025 school year.

Culture and Climate

Restorative Practices

Theory of action: If we implement restorative practices, including building relationships and community, then teachers and staff will partner with families and provide opportunities for shared decision making. As a result, students will increase attendance as evidenced by attendance reports by the end of the 2024–2025 school year.

School Vision and Values

School Vision

In the next five years, with the collaboration of community partnerships and the investment in STEM/PLTW education, we will produce students who are prepared to be successful in high school and critical thinkers who are capable of contributing to the needs of their community.

School Values

Academic success through differentiation.
Inclusive education for every child.
Safe and engaging learning environments.
Relationships (with all stakeholders).
Mentorship.
Social-emotional learning.

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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