

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Few Expectations

56.2



Keefe Avenue School

Grades Served: K4-Grade 5

Principal: Keith Omdahl

1618 W. Keefe Ave.

Milwaukee, WI 53206



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including teacher-led small-group and differentiated literacy stations, then teachers and staff will conduct differentiated small groups informed by data. As a result, students will participate in differentiated literacy stations as evidenced by 5% increased proficiency from the baseline data collected on weekly exit tickets from Frog Street/HMH module curriculum by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including the positive modeling and reinforcement of expected behaviors and routines, then teachers and staff will articulate and reinforce through positive narration and the least-invasive interactions. As a result, students will authentically and positively meet the expectations for each part of the day as evidenced by a 5% to 10% decrease in ODRs by the end of the 2024-2025 school year.

School Vision and Values

School Vision

We envision that the Keefe Avenue School staff will be motivated to support students to become productive global citizens and lifelong learners through character development, inquiry learning, and the use of technology.

We will empower families through open and frequent communication, building positive relationships, and connecting families to Keefe Avenue School and the community. We will be a pillar in our community where staff, students, families, and community members work together to ensure social and academic success.

School Values

Our school values show how we conduct ourselves: the principles that guide us daily in teaching our students while working together and interacting with the community that we serve.

We value having a respectful partnership with students, families, and the community;
having a peaceful, inclusive, diverse, productive working and learning environment;

individualized support that promotes meaningful relationships to develop the whole child;
using an equitable and culturally responsive approach to instruction;

new and innovative ways to use technology;
teamwork through communication, collaboration, leadership, and the sharing of ideas;
student autonomy and empowerment to be actively engaged in their education through inquiry-based teaching and 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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