

2024-2025 School Improvement Plan *at a glance*

State Report Card

Fails to Meet Expectations

44.8



William T. Sherman Multicultural Arts School

Grades Served: K5-Grade 8

Principal: Ebbie Wells

5110 W. Locust St.
Milwaukee, WI 53210



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including the district instructional design (whole-small-whole), then teachers and staff will deliver instruction on the six elements of instructional design. As a result, students will engage in station activities, including teacher-led, small, guided lessons, as evidenced by classroom assessments based on standards and aimswebPlus assessment proficiency by the end of the 2024-2025 school year.

Culture and Climate

Mentoring

Theory of action: If we implement mentoring, including adults checking in with students, then teachers and staff will facilitate conversations about expectations and belonging in the school. As a result, students will voice their feelings, concerns, and successes with adults in the building as evidenced by reduction in the number of Black/African American behavior referrals by the end of the 2024-2025 school year.

School Vision and Values

School Vision

All students in K-grade 3 will be proficient in reading and math as measured by state and district assessments by June 2027.

School Values

We value cooperation, collaboration, respect, personal and professional responsibility, family, community engagement, and a positive and safe learning environment.

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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