

Brenda Martinez, Teacher Leader



Bilingual and IB Primary Programs

Academia de Lenguaje y Bellas Artes
Grades K4 - 8

1712 SOUTH 32nd STREET
MILWAUKEE WI 53215

School Improvement Plan
At-A-Glance
2023 - 2024

Submit Feedback - your feedback is important and helps us to improve.

State Report Card

Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. See https://dpi.wi.gov/accountability/resources for more details.



ESSA Accountability Report 2021-2022: Not identified

Notice of Educational Options

Vision and Values

School Improvement Goals and Strategies

Vision:

We envision every ALBA student will be at or above grade level in academic skills in both Spanish and English to become accomplished bilingual and bicultural leaders in society. This will be achieved through:

- Rigorous Academic Instruction
The integration of the fine arts as a means of expression and identity
Bilingual Language development
Parental and community involvement

Values:

- Bi-literacy/Biculturalism
Academic Rigor
Teacher Empowerment
Fine Arts and Community Partnerships
Parent Involvement/Leadership

District Key Metrics

- Schools will demonstrate a 5% increase in the number of students who score proficient in math and English language arts (overall and disaggregated by groups) on the state assessments from the spring of 2021-22 to the spring of 2023-24.
Schools will demonstrate a 10% decrease in the number of students who score below basic in math and English language arts (overall and disaggregated by groups) on the state assessments from the spring of 2021-22 to the spring of 2023-24.
Schools will increase the percentage of students (overall and disaggregated by groups) graduating by 10% as measured by the four-year graduation rate in WISEDash.
Schools will maintain a 95% attendance rate.
Schools will have 100% of students regularly attending (90% of the time).
Schools will reduce the racial/ethnic disproportionality in referrals, identifications and disciplinary procedures through the use of equitable practices as part of a multi-tiered system of support.

ACCELERATING LEARNING GOAL: Every student will reach academic excellence/proficiency at every grade level and graduate on time ready to meet their future success.

Academic Theory of Action: If teachers access, track and use data to inform instruction in Tier 1, then students will have equitable access to the curriculum and personal descriptive feedback, which leads to increased student metacognition and improved academics.

CULTIVATING EQUITABLE LEARNING ENVIRONMENT GOAL: Every student will thrive as a result of a positive school climate and culture in which all students are supported, valued and respected.

Culture/Climate Theory of Action: If we consistently use the Second Step program, then we will empower students to self-regulate which leads to decreased behavioral notes and office referrals.