

Delicia Laster, Principal



Luther Burbank Elementary School

**Grades
K4 - 8**

6035 W ADLER STREET
MILWAUKEE WI 53214

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:

Targeted Support - Black Students
Additional Targeted Support- Students with Disabilities

Notice of Educational Options

Vision and Values

School Improvement Goals and Strategies

Vision:

Burbank School staff members will nurture and educate a community of young people who are academically, emotionally and socially prepared to reach their personal goals and make a positive contribution to the world community.

Values:

Burbank School will provide a rigorous curriculum and work collaboratively with families and the community to ensure that all students have the skills necessary to confidently and successfully meet life's challenges and reach their full potential.

District Key Metrics

1. 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.
2. 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.
3. 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.
4. Schools will maintain a 95% attendance rate.
5. Schools will have 100% of students regularly attending (90% of the time).
6. 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 we implement quality, research based Tier 1 instruction consistently (CABS, PLC's small group differentiated instruction) and with fidelity, this will lead to higher student proficiency on grade level standards.

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 teachers implement consistent routines and expectations, this will lead to less conflict within the classroom community, then positive relationships are more likely to develop resulting in a decrease of classroom behavior notes, ODRs, and suspensions.