

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Expectations

64.7



Luther Burbank School

Grades Served: K4-Grade 8

Principal: Delicia Laster

6035 W. Adler St.

Milwaukee, WI 53214



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including whole-small-whole instruction, then teachers and staff will plan data-informed, standards-aligned small-group lessons. As a result, students will engage in guided practice with teacher supports as evidenced by an increase in student proficiency on monthly district screener progress monitoring by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including focusing on consistent classroom expectations and procedures, then teachers and staff will teach, model, practice, and reinforce classroom expectations and procedures. As a result, students will demonstrate safe, responsible, and respectful actions toward their teachers and peers in the classroom as evidenced by a decrease in PLP notes and office referrals for students with disabilities and Black/African American students compared to our other student groups by the end of the 2024-2025 school year.

School Vision and Values

School Vision

Luther Burbank Elementary 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.

School Values

High standards, safety, positive learning atmosphere, collaborating 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.

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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