

Rosa M. Cerda, Principal



HW Longfellow Grades HS/K3 - 8

1021 S 21ST ST
MILWAUKEE WI 53204

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:
Additional Targeted Support

Notice of Educational Options

Vision and Values

School Improvement Goals and Strategies

Vision:

As a bilingual K-8 community school, H.W. Longfellow will foster a safe, diverse, and academically challenging environment, where partnerships are aligned so that all students are embraced and inspired to become successful citizens in their communities.

Values:

Providing a rigorous learning environment that provides our students access and opportunity for educational success

Providing a safe and equitable environment for our students, staff, and the community.

Providing opportunities for students to be successful in and out of the classroom.

Developing our educators, so they can plan and provide coherent culturally responsive child centered instruction.

Involving parents in holding their children to high expectations for academic success.

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 teachers receive PD on the writing standards, collaborate with colleagues, and use district approved resources so they can consistently and effectively plan meaningful grade level experiences that are connected to grade level standards, students will be able to produce proficient daily writing at grade level.

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 staff are explicitly practicing, and enforcing classroom routines and procedures consistently throughout the school year, we will see a decrease in student behavior incidences.