

Juan Baez, Principal



Milwaukee School Of Languages

Grades
6 - 12

8400 W BURLEIGH ST
MILWAUKEE WI 53222

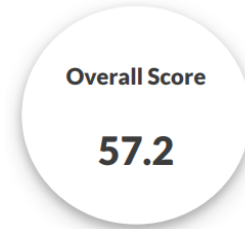
School Improvement Plan At-A-Glance 2022 - 2023

[Submit Feedback](#) - your feedback is important and helps us to improve.

[State Report Card](#)

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings.

See <https://dpi.wi.gov/accountability/resources> for more details.



Meets Few Expectations



ESSA Accountability Report 2018-2019:
Targeted Support

[Notice of Educational Options](#)

Vision and Values

School Improvement Goals and Strategies

Vision:

We are a culturally diverse community of students, parents, and staff, dedicated to creating an environment in which each person is treated with unconditional positive regard and acceptance. Within such an environment, each student is empowered and inspired to reach their full academic, linguistic, and overall well-being.

Values: Our work is guided and informed by our beliefs and commitment to:

Learning: We support a learning environment that continuously motivates and challenges all individuals to meet their full potential.

Biliteracy and Multiculturalism: We support a diverse school community that leads to the development of students who are language proficient in two or more languages and culturally competent.

Student voice: We promote the belief that our students' leadership is essential and valued in all areas of school life.

Integrity: We conduct ourselves with honesty and responsibility.

Accountability: We demonstrate personal and institutional accountability for student learning, ethical conduct, and adherence to mandates, policies, and procedures.

Innovation: We challenge ourselves to create unique ideas and innovative solutions in a technology-rich environment.

Respect: We promote a school community that appreciates the value of students, families, colleagues and cultures.

Service: We dedicate ourselves to deliver excellent service.

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: Teachers will be able to... access ongoing support for district adopted curriculum, differentiated professional learning (teacher choice) - strategies, formative assessment practices, learning intentions and success criteria, student discourse, 21st Century Skills, connections to Real World Experiences, instruction in the target language, and instructing our ELL students. So that students will be able to...access high-quality, grade level instruction, be partners in their own learning, engage in instruction using the target language. Which leads to...real world application of knowledge, valuing education, independence, use of higher level critical thinking skills and communication, development of proficiency in the Target Language and Biliteracy.

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: Teachers will be able to cultivate relationships that recognize and integrate the educational, social, emotional, cultural and linguistic assets, interests and needs of individual students into high quality teaching and learning. Reflect on teacher bias. So that students will be able to learn in an inclusive environment where differences are embraced, respected and celebrated, find their student voice and leadership skills. Which leads to creating a school community

where each student is empowered and inspired to reach their full academic, linguistic, and overall well-being.