

2024–2025 School Improvement Plan

at a glance

State Report Card

Meets Expectations

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H. W. Longfellow School

Grades Served: K3–Grade 8
Principal: Rosa Cerda-Castañeda

1021 S. 21st St.
Milwaukee, WI 53204



School Improvement Focus

Instruction

Professional Learning Communities

Theory of action: If we implement professional learning communities that include (1) reviewing district-adopted curriculum/materials in professional learning communities, (2) consistently using district-adopted curriculum/materials in classrooms, (3) reviewing math formative results in professional learning communities monthly, and (4) adjusting lessons according to results, then teachers and staff will align and model lessons based on grade-level standards and provide ongoing assessments. As a result, students will increase their engagement with grade-level material as evidenced by a 5% increase in grade-level math Star scores as well as classroom formative assessments by the end of the 2024–2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including creating and implementing shared language and procedures, then teachers and staff will implement shared language and procedures with fidelity, resulting in building a positive community within the school. As a result, students will apply and engage in school-wide expectations consistently as evidenced by a decrease in student office discipline referrals and suspensions for Black/African American students by the end of the 2024–2025 school year.

School Vision and Values

School 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.

School Values

Providing a rigorous learning environment that gives our students access and opportunity for educational success.
Providing a safe and equitable environment for our students, staff, and the community.

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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