The Longfellow Kangaroo

"Kango" wrong with the news!

Achieve MPLS Excellence Award!

Principal Dr. Padmini Udupa, Recognized by AchieveMPS

From AchieveMPS: We're proud to announce that Dr. Padmini Udupa, Principal of Minneapolis Public Schools Longfellow Alternative High School, is the recipient of our 2019 AchieveMpls Excellence Award for her vision and leadership in developing a customized internship experience for parenting students in the Step Up Youth Employment Program, Minneapolis. Dr. Udupa was honored at our October 10 Evening of Excellence at McNamara Alumni Center.

Learn more about Dr. Udupa @https://www.achievempls.org/2019-excellence-award-padmini-udupa

In response to hearing she was nominated for this honor, Dr. Udupa said,

“I was surprised and had no idea I was going to get an award! I got an email saying I was chosen, and I thought they had sent it to the wrong person! I was in shock and so happy when I realized it was sent to the right person. I am very passionate about Longfellow and worked 14 years in a traditional school setting. I learned that these students could do so much for our community, and to see the growth from where they were then to where they are now pushes me to be a good Principal.”

-by Gabby Alva Mendoza

Upcoming Events

11/11-Veterans Day
11/12—School Board Meeting —Held in the Assembly Room at the Educational Services Center, 1250 W. Broadway Ave., Minneapolis Meeting will begin promptly at 5:30 pm and run until approximately 8:00 pm
11/13: Project Success College Tours (Dougherty Family College & St. Kate’s) 9:45-4:00pm
11/14—American Indian Awareness & Family Involvement Day formerly called Native American Family Involvement Day (NAFID) and Family outreach (Parent Teacher Conferences) 12:00-4:00pm
11/27-11/29-Thanksgiving -NO SCHOOL-
Longfellow School Improvement

By Brooke Eichele

Every Minneapolis Public school has a School Improvement Plan (SIP) based on set goals by school staff, students, families, and community members that are monitored throughout the school year. There is a portal for the Instructional Leadership Team (ILT) to monitor and adjust the progress and goals through the MPS Staff Page. A final version of school SIPs can be found on school websites.

As a district, Minneapolis Public Schools is committed to improving outcomes for all students and achieving equity by focusing our collective efforts on supporting literacy, providing multi-tiered systems of support (MTSS) at every school, offering a coordinated approach to social emotional learning, and examining our work through the lens of equity. Schools are expected to commit to working through at least two of the Implementation Toolkits in 2019-20, as part of your school improvement plan.

**Middle and High Schools:** Your Instructional Leadership Team (ILT) should plan to implement MTSS, and your Equity & Engagement Team (formerly PSWE) should select either SEL or Equity.

**Longfellow's 2019-20 Goals & Plan:**

- ILT will implement MTSS with a focus on instruction
- Equity & Engagement Team will implement MTSS with a focus on SEL (Social-Emotional Learning)

**Longfellow's SIP goals:**

- Social-Emotional Learning
- Attendance (Daily Attendance Rate among students to improve from 61% in 2018-19 to 70 % in 2019-20)
- Graduation (7-year rate)
What’s New in Child Care?

Overview: The Longfellow Early Learning Center, part of Teen Parent Services, is located within our building and has 84 spots for infants, toddlers, and preschoolers. We also have the MPS High-Five Program within our building for kindergarten-readiness with a classroom for approximately 20 students. This childcare accepts infants between 6 weeks to 16 months, and in special cases, 8 weeks to 18 months, toddlers between 16 months-33 months, and preschoolers 33 months-kindergarten. The teachers and staff have years of experience, including college coursework/degrees in Child Development, First Aid, and CPR training.

-by Ekram Awel

Infants: In each class, there is a ratio of one teacher to 4 infants. Usually 2 to 3 teachers are in class with their own roles. They all care for the infants, feed them, work on curriculum development, and age-appropriate activities. Expectations for Mothers of Infants:

- Call each day or text that you are going to be late or absent
- Daily: Must provide 4 diapers, a change of clothing, sign in and sign out, have no cell phones, only approved visitors and/or moms always welcome, you must have a pass during the school day, use an inside voice, and walk quietly.

Daily infant room routines include welcoming children, breakfast (baby food or bottle), diaper changes 3 times a day every 2 hours, play time, nap time, lessons and activities, lunch (baby food and bottles), snack time, and goodbyes. In the center, they read books, sing songs, paint, go outside, take walks, and play with toys. The staff know what the babies need and respond quickly when they are sleepy, need cuddles, or extra attention. They also know when they are hungry by checking what time they ate last on feeding charts and by gauging different cries and facial expressions.

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*by Ekram Awel*

**Toddlers:** The staff rotate classrooms every 2 weeks, and the toddlers are always happy to get to class and play. The day starts by having the toddlers wash their hands and sit down to eat breakfast, and kids that are not hungry will just play. When it's winter or rainy days they will play inside their rooms or the gym. When it's good outside sunny they will play outside the back playground or take a walk with the buggies. Michelle, she said “When I go over i see them independent playing and they are adventurous, my adventurous.” Toddlers are learning a lot at a young age. Also, the childcare staff teach them sign language at their developmental language, like “all done”, “more”, “open” and “close.” Even though they are little and need a lot of sleep and play time, they still learn a lot daily.

*by Aelyn Hernandez*

**Preschool & High Five Rooms:** In the Preschool room, the main focus for our growing two, three, and four-year-olds is their social and emotional skills. Their teachers want them to focus on communicating with each other and getting them ready for High Five and/or Kindergarten. While in the High Five room, the children are getting ready for Kindergarten, which is a longer school day than their 3-hour days here at Longfellow. The High Five teacher wants them to learn routines and structures like being able to easily sit in groups and have talk time and have incorporated learning from the high school science class activities and “critters”, which helps the children share their ideas with each other. The Preschool and High Five teachers are doing their absolute best to get these children physically, emotionally, and mentally ready for their next level.

*by Karie Heflin*
Ms. Tiffany Enriquez, our College & Career Coordinator, started an enrichment group on Tuesdays, beginning October 8th. We kicked off our first week with listing goals about what we want to be when we are done with high school. All the while, there was hot cocoa and tea to welcome us. The focus of this was to create a long list so that we know that anything is possible. Rather than focusing on only one goal or career that may not happen, she encouraged us to write numerous possibilities. We also received folders with information on post-secondary plans, and we were asked to request recommendations from teachers we trust and who know us. Finally, the Dougherty Family College Program came and spoke with us at the end of the quarter. They told us about their program, located within St. Thomas University, and that the school has numerous options, but not for everyone. They accept up to 150 students, and a speaker shared why this program has worked for her, the benefits of the school, including free laptop, food, bus cards, books, etc. Another perk to the program is that you are given a part-time job on campus while enrolled in courses. So far, this class has guided me and is helping to push me towards my goals in life. Please see Ms. Tiffany with any questions about college and careers!
The Destination: Diploma to Degree (D3) program is dual credit program that allows students to define a career pathway and work towards earning an Associate’s Degree while progressing toward earning a High School Diploma. Students are dually-enrolled as full-time high school and college students, and may take college courses at Minneapolis Community College (MCC) during Summer, Fall, and Spring semesters.

Students who maintain eligibility in the program and earn their Associate’s also have the opportunity to transfer to Augsburg to complete their Bachelor’s Degree with no out of pocket cost for tuition—worth over $80,000! Longfellow students participating in D3 receive onsite childcare and free transportation. Please see Brooke or Lindsay for details on eligibility, but note that students near graduation (usually 2 credits or less remaining) are the most successful candidates. We are excited that

Being a mother

is learning about strengths you didn’t know you had...
and dealing with fears you didn’t know existed.

- Linda Wooten

Meg McMillin
Ötzi the Iceman and the Outdoor Timeline

Our class is called Otzi the Iceman and as a part of class we made an outdoor timeline. Our final project is to make signs with information about historical world events that we can put them in the ground along the timeline. When the weather is nice it will be fun to walk students (including High–Five) along the timeline to teach them about history and how far apart events from our past are.
Bilingual Seal Test and Minnesota World Language Proficiency Certificate

Each year the Multilingual Department of Minneapolis Public Schools offers the Bilingual Seal Test in many different languages to high school students. The State of Minnesota Department of Education offers the Minnesota World Language Proficiency Certificate exam to students across the state and in many languages.

One of our students at Longfellow Alternative HS, Ekram Awel, took the test in Oromo, her native language from Ethiopia. She earned a Platinum Seal in Oromo and got the highest score of the students who tested in Oromo. She was given the highest award and is at ACTFL (American Council on the Teaching of Foreign Languages) Advanced level. Ekram was interviewed on a local Oromo television channel, the Oromo Broadcasting Network.

Two other Longfellow students, Beatriz Ramirez Sanchez and Jennifer Trejo, also received bilingual certificates in their native language, Spanish.

The Minnesota Bilingual/Multilingual Seal program recognizes students who can demonstrate proficiency in a world language. The Multilingual/Bilingual Seals program gives students an opportunity to earn college credit from the Minnesota State system.

Check out Ekram’s YouTube feature using the link below:

https://www.youtube.com/watch?v=6fA6ObU9Jlo
Latina Heritage Event

by Ms. Sarah Sehnert

On Tuesday, October 8, 2019 we celebrated Latina Heritage at Longfellow HS ELL. Students did research and created a slide presentation in English and Spanish highlighting Latinas who have made a positive difference.

- Students created a display of artifacts from Latin America.
- Food - students, staff and family members had a chance to sample chicken quesadillas from La Loma
- Guest speaker - Erika Kennedy shared her life story as a single mother, and how she has overcoming challenges. She shared an inspiring message with our students.

The celebration ended with music and dancing!
Project Success College Tour to Harvard and Boston University

Project Success is thrilled to welcome Longfellow High School students, Ekram Awel and Satho Mohamud, on our 2019 Boston Tour. They will be joining a group of 50 Minneapolis Public High School students who will travel to Boston with Project Success and MPS staff next Wednesday, November 13-Saturday, November 16.

This will be our 5th year bringing MPS students to Boston to explore themes of Global Education and Global Citizenship, while spending time on the college campuses of Harvard and Boston University. Students meet with professors, college students and admissions representatives, participate in workshops,
Thank You to Our Newsletter Contributors

A special thank you to the talented group of students who wrote, researched, interviewed, and collaborated to contribute to Longfellow’s first “student-driven” newsletter:

*Ekram Awel*
*Aelyn Hernandez*
*Gabby Alva Mendoza*
*Zynae Lawson*
*Maya Toney*
*Natyah Jordan*
*Alexis Davis*
*Miranda Edwards*
*Karie Heflin*
*Ekram Awel*