



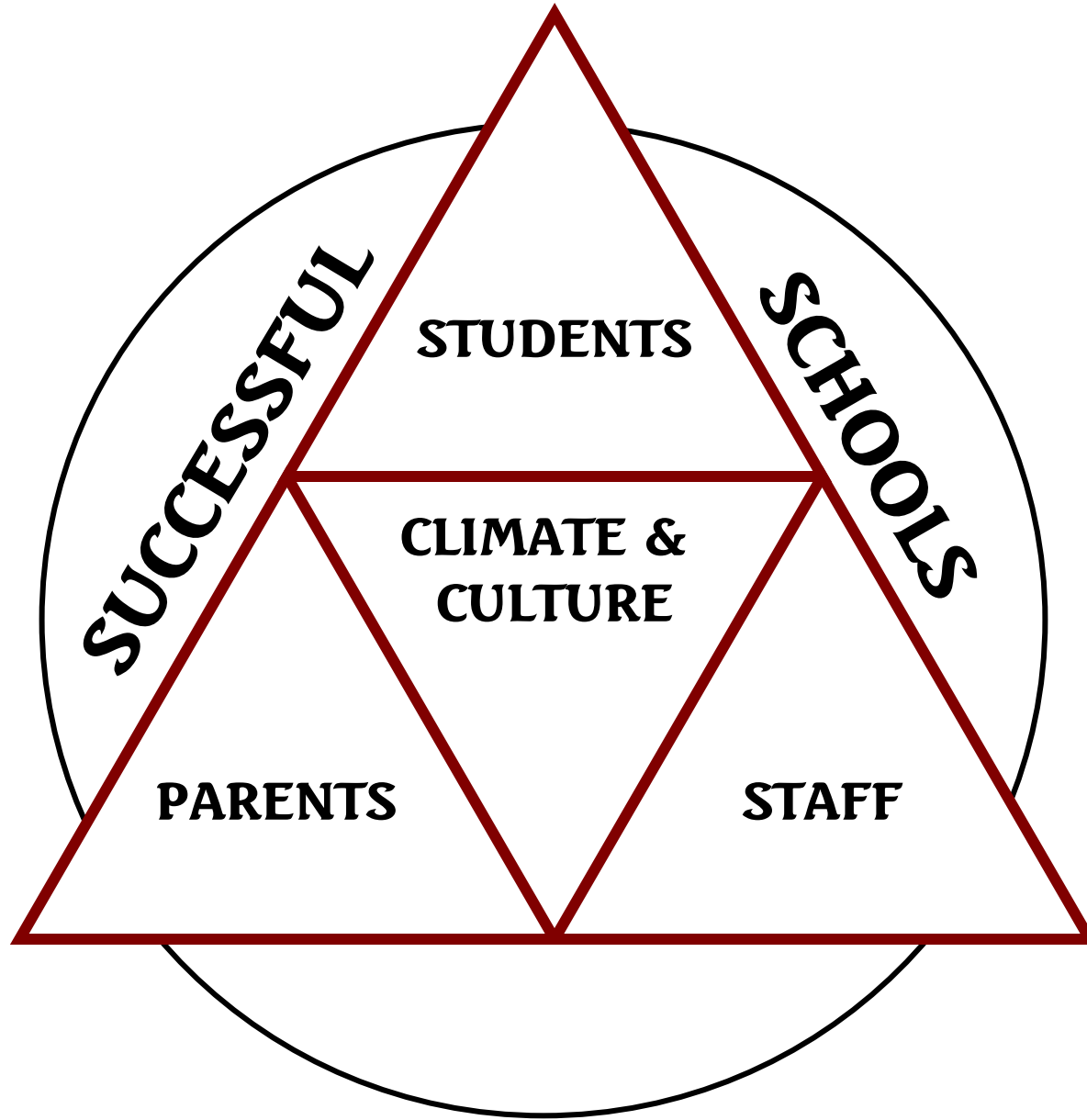
Deerfield Community School District

Committed to Excellence and Equity in Education



# Successful Schools Successful Students

Board Learning Session  
January 24, 2011



# Student Demographics

	<b>Enrollment*</b>	<b>Minority Pop.</b>	<b>Spec. Ed.</b>	<b>Free &amp; Reduced</b>
**2010	826	7%	15%	20%
2009	820	7%	14%	23%
2008	796	6%	13%	18%
2007	739	7%	14%	16%
2006	748	6%	15%	14%
2005	726	5%	15%	10%
2004	715	8%	15%	14%
2003	730	8%	15%	13%
2002	767	8%	14%	12%
2001	768	8%	16%	12%

# Student Enrollment

## Open Enrollment History

Fall	In	# of Families	Out	# of Families	Virtual School
2003	14	11	23	12	
2004	23	20	36	20	2
2005	31	23	28	16	3
2006	33	23	29	18	5
2007	39	28	35	21	4
2008	33	22	36	21	7
2009	39	28	38	28	9
2010	43	28	39	30	10

## Why Open Enrollment?

- Family moves
- Household location
- Parent workplace
- Big vs. Small
- Virtual school
- Dissatisfaction

# Future Actions to Consider

- Open enrollment survey to gather feedback from parents

**What is the measure of a  
Successful School?**

**How do we measure  
Student Learning?**

Not everything that can be counted counts, and  
not everything that counts can be counted.

[Albert Einstein](#)

# Academics for Learning

## PK-6 Overview of Cores and Specials

- K-5 Reading Series Trophies 2003 (Harcourt Publishers)
- K-6 Everyday Mathematics 2005
- Sitton Spelling 2008
- 6 Traits Writing Framework 2009
- Physical Education (3x30)
- Art (1x60)
- Music (2x30)
- K-3 Computers (1x30)
- 4-5 Computers (3x30, 1 semester)
- 6 Computers (1x60)
- K-3 Library (1x30)
- 4-5 Spanish (3x30, 1 semester)
- 6 Spanish (2x30)
- K-3 Writers Workshop (1x30)

# Academics for Learning

## MS/HS Overview of Cores and Specials

- We need to look at the needs of each student as we proceed. Each teacher must address these three items; -what do we expect students to know? –how do we know when they have learned it? & -what do we do for those students who don't learn it as well as those who master it?
- Graduation Requirements: (28 credits) 4 English & Fine Arts, 3 Math & Social Studies, 2 Science, 1.5 PE, .5 Health, LAHS, & Computer, 9 Electives
- 7<sup>th</sup> & 8<sup>th</sup> grade students take core courses under a 9 period day. 8<sup>th</sup> graders are able to take high school classes.
- High school students operate under the four block schedule and a schedule is set up with guidance to prepare them for future opportunities.
- Schedules are a work in progress as we assist students in preparing for future ventures (Class offerings & Staff!) \*We will be working with students to better schedule for the future.

# Academics for Learning

- Soon we will begin the scheduling process for the 2011-2012 school year. Student request will help us build the schedule. (Many core courses sections remain constant while electives change. Our challenge is to build a schedule that allows the greatest options for students to take a variety of courses.)
- Student results from WKCE, 8<sup>th</sup> Grade Explore, 10<sup>th</sup> Grade Plan, and teacher recommendation are helpful in determining courses; (appropriate levels of Math, English, etc.)
- High school students operate under a block schedule which has four eighty-three minute periods each day that either run for a term or a semester. Students are either in a music class or have a forty-four minute resource period each day.
- Middle school students have nine periods a day with eight of them at forty-two minutes and a resource period of thirty-eight minutes. They are scheduled for seven classes and elect to be in band and/or chorus. All students have the resource period each day.
- **Recent changes** -pure block, zero hour music, music skinny, MS resource for all, HS resource

# Future Actions to Consider

- Study of the middle school and high school schedules

# Customizing for Learning

## **ARISE**

**Activism, Responsibility and Independence  
for Successful Education**

- Program serves students in grades 7-12
- Provides a variety of services:
  - Mentoring
  - Individualized Learning Plans
  - Homework Help
  - Skill Remediation
  - Academic Support
  - Behavior Support
  - Social/emotional Support
  - Quarterly Parent Meetings
  - Non-traditional Academic Resources
  - Differentiated Activities
  - Conferences with teachers
  - Increased academic success
  - Increased skills in self advocacy
  - Character Education
  - Assistance in the classroom

# Customizing for Learning

## LEAPP

### Life, Education and Preparation Program

- Program serves students who are significantly behind in credits or are otherwise experiencing a lack of success in the regular high school environment
- The program operates under the General Equivalency Diploma Option 2 opportunity through the State of Wisconsin
  - Successful completion of the program will enable the students to graduate with a high school diploma from their home school district
  - Requirements:
    - 90% attendance
    - Completion of course credits in Social Studies, Health, Personal Finance, Career Planning, a Senior Portfolio and English/Language Arts (Research)
    - Demonstrate abilities through passing the Test of Adult Basic Education
    - 45 hours of service learning
    - 90 hours of work experience
    - Successful completion of GED pretests
    - Successful completion of the GED tests administered at MATC

# Customizing for Learning

## Future Goals and Objectives:

- **Alternative Learning Beyond At-Risk Services**
  - Incorporate alternative learning opportunities that benefit a variety of students
- **Transition Services**
  - Continue to offer students the opportunity to take courses at MATC
  - Adopt the National Career Readiness Certificate
- **Resource Services**
  - Extending learning beyond the classroom

# Customizing for Learning

## TRANSITIONS PROGRAM

The transition to life beyond high school can be challenging and uncertain, especially if there are special needs involved.

- Transition is defined as the movement, passage, or change from one position, state, stage, subject, concept, etc., to another; change: *the transition from adolescence to adulthood.*
- Transition is required under federal law, specifically, the Individuals with Disabilities Education Act (IDEA) of 2004.
- The Federal Law requires that a student's IEP includes a transition plan by the time the student turns 16 years old. In Wisconsin, the requirement for a transition plan to be included in student's IEP is age 14.
- Currently there are 54 students with IEPs in grades 8 – 12.

# Customizing for Learning

## **Transition Services Provided at DHS**

- Parent outreach
- Collaboration with Opportunities, Inc.
- Student career exploration
- Individual transition assessment and planning
- Job Shadows
- Field Trips
- Self-Advocacy class
- Work experience
- College Tours
- Test Accommodations
- Assist with applications, financial aid, and scholarships
- Send needed documentation to colleges
- Set up supports and accommodations

# Customizing for Learning

## **Gifted and Talented Areas:**

- Intellect
- Academic- Reading, Math, Science, Social Studies, Language Arts
- Creativity
- Leadership
- Artistic- Drama, Visual Arts, Music, Dance
- Increased staffing in G&T in 2009

# Customizing for Learning

## Gifted and Talented Offerings

- UW Saturday Enrichment
- Wisconsin Mystery Boxes
- UW College for Kids
- WCATY-Literature/Lang Arts
- Archimedes Math Meets
- Math 24 Math Meets
- Yahara Writers Contest
- 6<sup>th</sup> Grade Book Club
- MS/HS Show Choir
- MS/HS Jazz Band
- Musical-Drama
- Solo & Ensemble
- Conference Art Show
- Academic Decathlon
- HS Math Team
- Forensics
- ES/MS/HS Student Councils
- Advanced Math Placement
- Advanced Core Courses
- AP Courses
- Youth Options-Higher Ed.
- School-to-Work Program
- Online Courses
- Independent HS Courses
- Sports Programs-Varsity

# Customizing for Learning

- **Other Customizations**
  - School To Work
  - Youth Options
  - Youth Apprenticeships
  - Online Courses
  - Shared Courses with Cambridge

# Assessment for Learning

## Elementary Assessments

- **Universal Screeners** – Dibels, Basic Facts tests, Kindergarten and 1st Grade Screening Tests, 6 Traits Writing Prompts
- **Progress Monitoring:** Many!!! Running Records, End of Trimester skill checks, Dibels, Basic Facts, Teacher Observation
- **Common In-class assessments:** Everyday Math Unit Assessment, Weekly Reading Comprehension Tests, Sitton Spelling Assessments

# Assessment for Learning

## MS/HS Assessments

### Standardized Assessment:

7<sup>th</sup> Grade; WKCE for Reading & Math

8<sup>th</sup> Grade; WKCE for Reading, Language Arts, Math, Science, Social Studies and the EXPLORE Test

10<sup>th</sup> Grade; WKCE for Reading, Language Arts, Math, Science, Social Studies and the PLAN Test

### Ongoing Assessment:

Classes have continual assessment happening on a regular basis. Formative and summative take place in most courses while performance based in others. This goes back to our three fundamental questions.

**On the topic of grade inflation**, some students in high school are not as motivated to do their best on WKCE tests. They are, however, motivated to get good grades by parents, college and future plans.

The GPA measures the average grade of all courses taken, including electives. The WKCE/ACT measure knowledge only in math, science, reading, and writing. Is there some way to calculate our students' GPA in only those subjects? That might provide a better number for comparison.

\*The university system is not interested in weighted grades.

# Assessment for Learning

## On the Horizon-State and Nation

- Common Core State Standards (CCSS)
- Phasing Out WKCE
- Statewide Longitudinal Data System (LDS)

*Only captures learning that can be measured through standardization, not learning through fine arts, vocational ed., phy. ed instruction*

# Assessment for Learning

- WKCE Test Results
- EXPLORE Results
- PLAN Results
- ACT Results

# Future Actions to Consider

- Explore the Aligned By Design framework that focuses on ACT assessments to measure student learning, growth and curriculum alignment
- Explore post-high school expectations correlated to high school grade inflation

# Extracurriculars for Learning

## Non-Athletics

- Student Council
- Academic Decathlon
- National Honor Society
- Art Club
- Science Club
- Math Team
- Yearbook
- Forensics
- Musical
- Solo and Ensemble
- Show Choir
- Jazz Band
- Pep Band

## DHS Music Department

- Average about 50% of the High School student body involved
  - ~40% of student body in Choir
  - ~25% of student body in Band
- Recent Graduates have gone on to careers as:
  - Professional musicians; Music Teachers; Recording Arts

In 2010, 58 students qualified for the state festival

- 25% of student body
- 32 students qualified in 2 or more events (more than the total for the 8 other schools in the conference)
- 7 students qualified on 5 or more events (more than any other single school in the conference)

In 2009, 53 students qualified for the state festival

- 33 students qualified in 2 or more events (again, more than the other schools combined)

In 2008, 55 students qualified for the state festival

# Extracurriculars for Learning

Deerfield High School/Middle School students have the opportunity to participate in a number of different athletic programs

## High School Programs

Football  
Volleyball  
Cross Country  
Soccer  
Basketball  
Wrestling  
Track and Field  
Softball  
Baseball  
Cheer and Dance

## Middle School Programs

Volleyball  
Cross Country  
Basketball  
Wrestling  
Track and Field  
Cheer and Dance

# Extracurriculars for Learning

Participation levels from the 2009-10 school year show that not only are our students involved in athletics at nearly a **70%** rate but that they also participate in multiple sports.

## High School Participation

Football	39
Volleyball	31
Cross Country(G/B)	10
Soccer (G/B)	38
Basketball (G/B)	48
Wrestling (G/B)	16
Track and Field (G/B)	40
Softball	24
Baseball	25
Cheer (G/B)	19

**Totals 290**

## Middle School Participation

Volleyball	31
Cross Country (G/B)	7
Basketball (G/B)	51
Wrestling (G/B)	16
Track and Field (G/B)	69
Cheer and Dance (G/B)	10

**Totals 184**

# Professional Development

## Opportunities for Staff:

- Early Release sessions
- PD Program-12 hrs P.D., 24 hrs T.O.
  - Individual, group, school-wide, district-wide
- Conference Attendance
- Multi-District Curriculum Meetings 6-12

Title II Funding supports prof. dev.

# Parents as Partners

- Elementary PTO

- Monthly Meetings
- Craft Fair
- Funding for teacher wish lists
- Climbing wall
- Character Education Day
- Student Enrichments

- Parent Teacher Conferences

- Over 95% attendance
- Staff make follow-up calls to parents who are unable to make it to conferences
- Student progress centered
- Report card change 2007 – 4,3,2,1

- Elementary Volunteers

- Classroom Volunteers, Chaperones
- Volunteer Tutoring Program
- High school tutors



# Parents as Partners

## MS/HS Parent Involvement Opportunities:

- Parent-teacher conferences are held once each quarter for 7-12 students. Attendance was at 45% for first quarter and historically not as high for the others.
- Most parents that get involved generally follow their student's interest such as music and/or sports. We have a Parent-teacher group but interest and involvement have been low.
- Our electronic grade book allows parents the opportunity to be in close checking of their student's grades and attendance. Email is a heavily used tool as well. Our middle school staff keep parents informed of daily homework assigned on our web site.
- We have begun a 7-12 newsletter this year on our web site.
- Guidance holds Junior Conferences that sets up a time for the student and parent to meet with us to look at post high school plans.

# Parents as Partners

## Communication Tools-Staying Connected

- Skyward Family Access
- Website-Email Notifications
- Mailings
- Weekly Wraps

# Culture & Climate for Success

What does **SUCCESS**

**Look like?**

**Sound like?**

**Feel like?**

# Culture & Climate for Success

## Elementary School Climate

- New Elementary School
- **Mission Statement:** We are committed to educating the whole child while providing a safe and nurturing environment that promotes a passion for lifelong learning, respect for self and others, and an appreciation for individual differences.
- **Character Pledge:** Today I will try my best to be Honest, Helpful, Responsible, Respectful, and have a Positive Attitude.
- Mission Statement, Character Pledge, Volunteers, School Improvement Committees, PTO, Staff work towards school goals in RTI and 6 Traits writing, Community support, Technology
- Student Opportunity – Battle of the Books, Math 24, WCATY, 6<sup>th</sup> Grade Book Club, Differentiated Instruction, D.I.G



# School Improvement Committees

- Climate
- Communications
- Future Possibilities
- RTI/Equity in Expectations
- Curriculum



Started 2009-10 school year

# Culture & Climate for Success

## MS/HS Overview

I understand that Deerfield has experienced much change in the 7-12 leadership as I am the fourth principal in the last five years! When I interviewed for the position, I understood the district wanted someone who was going to be committed to the district, bring consistency, make connections, and focus on our culture to name a few important items.

Given all that has transpired during the years of turnover I am not surprised on some of the things that have happened. I do not mean in any way to speak negatively about anyone before me but rather want to focus on all of the positives we have going for us!

Our staff has been outstanding to work with as they show a great commitment to their profession. I have also been impressed with the vast majority of our students who work hard to achieve their potential. It has also been my pleasure to get to meet and connect with many parents as we work together to create the best opportunities for our students.

Culture and climate are often difficult to measure but it is more of a feeling that you get. What kind of connections do students and staff have? How do staff get along? Do people understand that “we have a high level of commitment to what we do?” Are voices heard?

# Culture & Climate for Success

## Additional Sources of Information:

- DISC-surveys for students, staff, parents
- Dane County Youth Survey
- TREE Survey
- Senior Exit Survey
- Senior Exit Interview

**RAISING THE STANDARDS**



**FINDING THE BALANCE**