La Follette High School

What's your why?
Dear Students,

1. I believe in you
2. You are important
3. I am here to help you grow
4. You are listened to
5. I will hold you to high expectations
6. You are capable
7. We will have fun
8. You will succeed

~ Mrs. Cabalka
<table>
<thead>
<tr>
<th>Demographics</th>
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<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>1,558</td>
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<tr>
<td><strong>Students with Disabilities</strong></td>
<td>20.2%</td>
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<tr>
<td><strong>English Language Learners</strong></td>
<td>26.4%</td>
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<td><strong>Low income</strong></td>
<td>55.7%</td>
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<td><strong>Students of Color (59%)</strong></td>
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<tr>
<td>African-American: 22%</td>
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<tr>
<td>Hispanic/Latino: 22%</td>
<td></td>
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<tr>
<td>Asian: 5%</td>
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<tr>
<td>Multiracial: 10%</td>
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<tr>
<td>Native American: 0.1%</td>
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<tr>
<td><strong>9th grade students scoring basic or minimal in READING/MATH when they enter La Follette (MAP scores)</strong></td>
<td><strong>69%</strong>  <strong>67%</strong></td>
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<tr>
<td>Reading</td>
<td></td>
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<td>Math</td>
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2011-2014 increase in graduation rates largely attributable to focus on Freshman On-Track
Growth at LHS

All 9th Grade Course Failures

48% Reduction!
What the Achievement Gap looks like at La Follette right now
2014-2015 Graduation Rates

La Follette Overall: 84% (MMSD 80%)

Students with Disabilities: 62% (MMSD 50%)

African-American students: 80% (MMSD 58%)

57% 66% 75% 80%

Trends over the last four years for African American Grad Rates
DPI Report Card: Four Big Areas

Student Achievement:
- ACT & Dynamic Learning Maps in Reading and Math

Closing Gaps: in English, Math and Graduation Rates

On-Track and Post-Secondary Readiness: Graduation Rate

Student Engagement Indicators:
- ACT & DLM Participation
- Absenteeism and Dropout Rates
La Follette Theory of Action

If all staff commit to identifying and disrupting inequities through purposeful collaboration focused on:

- building relationships that foster a sense of belonging and respect with students, families, and our community
- creating instructional tasks that support all students to interact with each other’s thinking and rigorous, relevant texts
- measuring and reflecting on the impact of adult actions on equitable student engagement and learning

then we will close gaps in achievement, and all students will be critical thinkers, readers, and writers, who are confident and ready to be successful in college, career and community.

2016-17
Identifying and Disrupting Inequities

Why we do it

“If you try you can indeed alter the face and the heart of America”

◈ Robert E Gard, The Wisconsin Idea

What we have done

Telling our stories and sharing our “why”
Teacher team PD
Shared SLOs focused on closing gaps
Advanced Learning Team data review
Review of grade data

How we will build on it

Focusing our equity lens on different groups of students
## Building relationships, belonging and respect

<table>
<thead>
<tr>
<th>Why we do it</th>
<th>What we have done</th>
<th>How we will build on it</th>
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<tbody>
<tr>
<td>“People do not care about how much you know, until they know how much you care.”</td>
<td>Getting to know each of our kids personally</td>
<td>PBS Lancer P.R.I.D.E. common expectations</td>
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<td></td>
<td>9th grade team work</td>
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<td>Positive Behavior</td>
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<td>Support</td>
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<td></td>
<td>Restorative Justice</td>
<td>All of our PD models strategies that support interaction and relationship building</td>
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Interacting with each other’s thinking and text

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<td>“Literacy is the road to human progress and the means through which every man, woman and child can realize his or her full potential.”</td>
<td>Teachers learning in plan-do-reflect cycles</td>
<td>Learn, practice, and share more strategies</td>
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<td>Literacy rubrics</td>
<td>Teacher awards to encourage and celebrate risk-taking and learning from adjustments</td>
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<td>PD sessions model interactive practices</td>
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* Kofi Annan
**Adult actions matter**

**Why we do it**

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.”

* Margaret Mead

**What we have done**

- Prioritize time for team collaboration and building data literacy
- 9th grade team - 9OT
- 9th grade digital learning team
- School wide teaming structures

**How we will build on it**

- Our School Based Leadership Team prioritizes time for Professional Learning Communities to reflect on new learning and plan adjustments to their practices
All students college, career, and community ready

**Why we do it**
“"I wish high school focused more on skills that you need later on in life and less on content. You could take a skills based class that also infuses content.""

* MMSD Student

**What we have done**
- Relevant & engaging curric & instruction
- Holding students to high expectations
- Supporting students to earn credit
- Academic and Career Planning
- Pathways

**How we will build on it**
- All of our professional development time is focused on supporting students to learn, grow, and thrive as Lancers and CLOSE GAPS
LA FOLLETTE HIGH SCHOOL

WHAT'S YOUR WHY?