

LA FOLLETTE HIGH SCHOOL

WHAT'S YOUR WHY?

Dear Students,

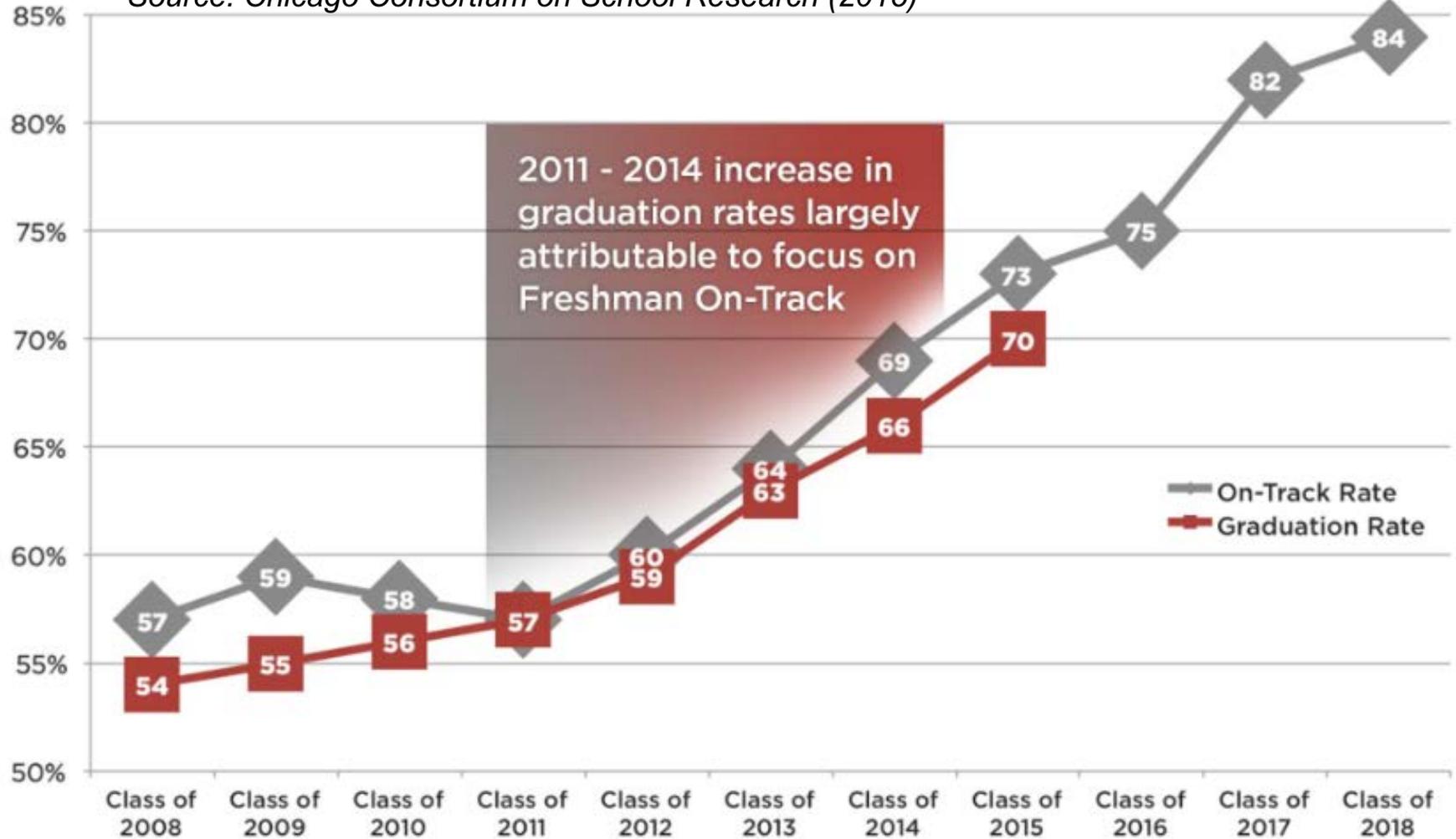
1. I believe in you
2. You are important
3. I am here to help you grow
4. You are listened to
5. I will hold you to high expectations
6. You are capable
7. We will have fun
8. You will succeed

~Mrs. Cabalka

La Follette Demographics

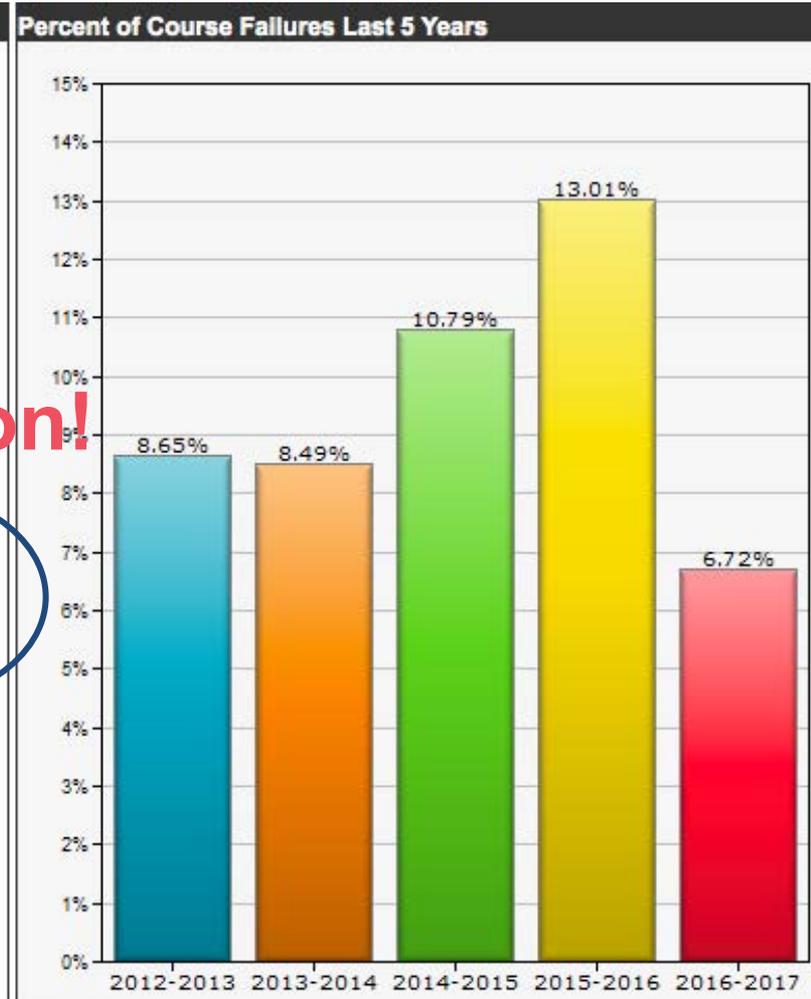
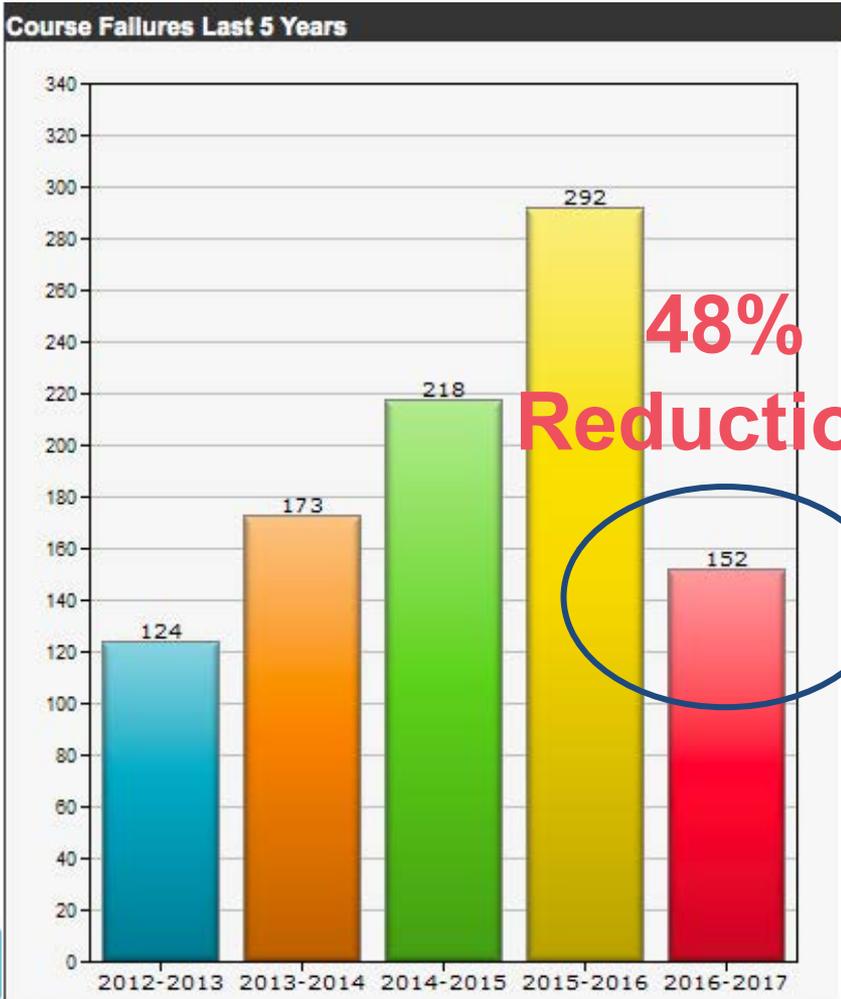
All Students	1,558
Students with Disabilities	20.2%
English Language Learners	26.4%
Low income	55.7%
Students of Color (59%)	African-American: 22% Hispanic/ Latino: 22% Asian: 5% Multiracial: 10% Native American: 0.1%
9th grade students scoring basic or minimal in READING/MATH when they enter La Follette (MAP scores)	69% 67% Reading Math

Source: Chicago Consortium on School Research (2015)

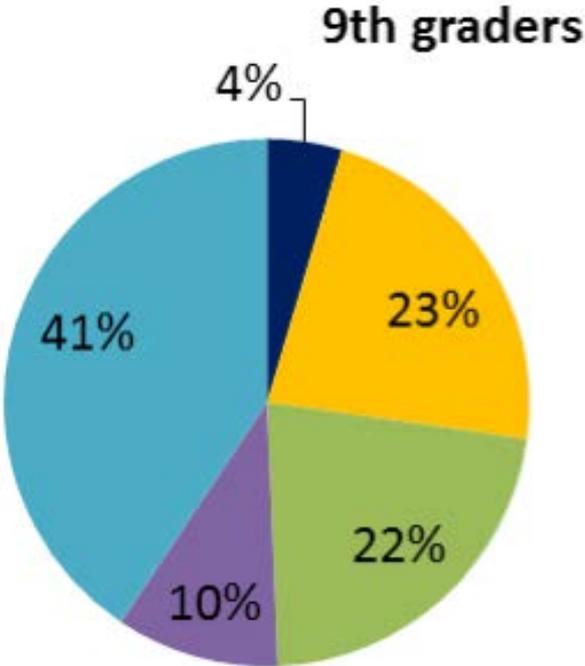


Growth
at LHS

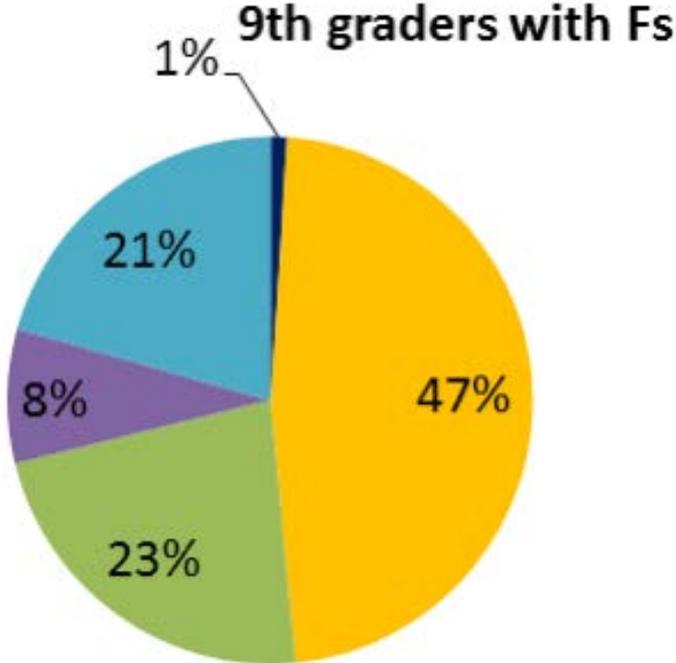
All 9th
Grade
Course
Failures



What the Achievement Gap looks like at La Follette right now



- Asian
- Black
- Latino
- Multiracial
- White



2014-2015 Graduation Rates

La Follette Overall: **84%** (MMSD 80%)

Students with Disabilities: **62%** (MMSD 50%)

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



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.



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

Why we do it

“People do not care about how much you know, until they know how much you care.”

What we have done

Getting to know each
of our kids personally
9th grade team work
Positive Behavior
Support
Restorative Justice

How we will build on it

PBS Lancer P.R.I.D.E.
common expectations

All of our PD models
strategies that support
interaction and
relationship building

Interacting with each other's thinking and text

Why we do it

“Literacy is the road to human progress and the means through which every man, woman and child can realize his or her full potential.”

◆ *Kofi Annan*

What we have done

Teachers learning in plan-do-reflect cycles
Literacy rubrics
PD sessions model interactive practices

How we will build on it

Learn, practice, and share more strategies

Teacher awards to encourage and celebrate risk-taking and learning from adjustments

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**

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