

"Do You Know What I Know?" Culturally Responsive Teaching through the Voice of High School Students

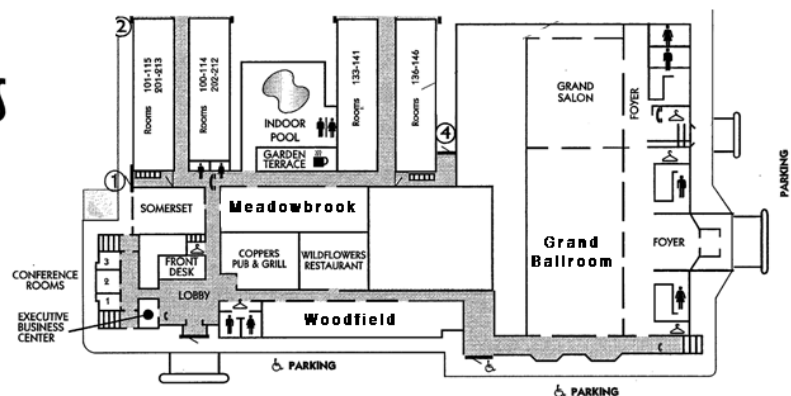
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| Judith Walker-Wied <i>DIFI Supervisor, Milwaukee Public Schools</i> Lori Krueger <i>Diagnostic Teacher, Milwaukee Public Schools</i> | This presentation will share the voices of high school students in what they need to reach their goal of high school graduation. Action research data using research based strategies to build relationships will be presented. |
| Woodfield B | |

Building a Community Leadership Collaborative - A community organizing model for Student Graduation Success

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| Synovia Youngblood <i>National Executive Board Member, Delta Sigma Theta, Inc.</i> Rachel McKinsey <i>Wisconsin Social Action State Coordinator, Delta Sigma Theta</i> | The Community Leadership Collaboration (CLC) is a community organizing model to increase and involve community partners to address student graduation results. Learn how to build strong community connections, develop strategic alliances and steps for negotiating the partnership. This is a hands-on/interactive workshop which focuses on the community partnership relationship and outcomes. The Community Leadership Collaboration model can be used with parents, nonprofits or community groups/organizations to assist schools or a school district with a way to organize resources or information to increase knowledge, information, and results-oriented best practices for student graduation. A Community Leadership Collaboration event was held March 21, 2009 at UW Madison by Delta Sigma Theta, Inc. Over 45 community organizations sent representatives with the focus to create partnerships to increase student support activities. The purpose of the CLC was to garner community support around Five Programmatic Thrusts: Educational Development, Economic Development, International Awareness and Involvement, Physical and Mental Health, and Political Awareness and Involvement. This workshop will model how to develop a CLC to address getting graduation results. |
| Woodfield C | |

A Success Story - The Menominee Indian School District's Pursuit of Excellence

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| Leslie Shawanokasic <i>Principal, Menominee Indian High School</i> Stephanie Feldner <i>Principal, Menominee Indian Middle School</i> | Menominee Indian School District (MISD) has implemented a number of successful comprehensive school improvement initiatives since 2005-06--each focuses on improving student performance--academic, behavioral, and cultural. Some of these initiatives include: Safe Schools, Positive Behavior Management Programs/Teams, Leadership Teams, Action Planning, Data-based Decision Making, Collaboration For Kids (CFK), Preservation of Cultural Knowledge, Transitions Between Schools, Attendance (home visits by all staff), Payne School Model, MAPs testing, and Building Community Resources. In 2008-09, there was a 94% improvement in the area of truancy for 18 elementary children in our CFK program, 50% decrease in discipline referrals at our middle school, since implementing a 9th Grade Academy in 2007-08, the percent of freshman students passing to sophomore status increased 25% in two years. For 2007-08, MISD reported 26 dropouts--equal to 7.1% of the high school population. In 2008-09, 3 dropouts were reported--less than 1% of the high school population--demonstrating a significant improvement in it's dropout recovery efforts. Menominee Indian Middle School is one of five middle schools nationwide selected for the 2010 Breakthrough Schools Award from MetLife Foundation--National Association of Secondary School Principals (NAASSP). More than 70 schools nationwide were nominated for this award. The award is part of NAASSP's Breakthrough School Project, which recognizes and showcases middle schools and high schools that serve large numbers of students living in poverty and are high achieving or dramatically improving student achievement. |
| Woodfield D | |



Wisconsin Graduation Summit—Sectional Presentations At-A-Glance

Section 1 12:30- 1:20 p.m.

| | <i>Location</i> |
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| Building Effective Practices in Dropout Prevention Through Early Warning Systems <i>Presenter: Sandra Covington Smith, PhD Coordinator of Technical Assistance & Training, The National Dropout Prevention Center for Students with Disabilities</i> | South Ballroom |
| Operation Fresh Start – An alternative program option for at-risk students <i>Presenter: Karen Ball Educational Director, Operation Fresh Start, Madison Brian McMahon Placement Coordinator, Operation Fresh Start David Muñoz Associate Principal of Pupil Services, Wausau School District</i> | Meadowbrook E |
| Making a Smart Investment in K-12 Online Learning: A Path to Graduation <i>Presenter: Dawn Nordine Director, Wisconsin Virtual School/CESA 9</i> | Meadowbrook W |
| River Cities High School - Change, Plan, Graduate <i>Presenter: John Bemis Lead Teacher, Wisconsin Rapids Public Schools</i> | Woodfield B |
| GED Option #2 - An Alternative to Dropping Out <i>Presenter: Adrienne Woods Alternative School Program Officer, Milwaukee Public Schools Valencia Beckley GEDO2 Coordinator, Milwaukee Public Schools</i> | Woodfield C |
| Increasing Student Engagement through 21st Century Design Essentials <i>Presenter: Al Lindau Dean of Students, TAGOS Leadership Academy, School District of Janesville Jonathan Woloshin Advisor, TAGOS Leadership Academy, School District of Janesville</i> | Woodfield D |

Section 2 1:30- 2:20 p.m.

| | <i>Location</i> |
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| Building Relationships and Overcoming Barriers - The Attendance Intervention Specialist Position in Green Bay Schools <i>Presenter: Kelly Rowe School Social Worker, Green Bay Public Schools Kim Schanock School Social Worker/ Attendance Intervention Specialist</i> | South Ballroom |
| STRIVE: A School Within A School <i>Presenter: Cindy Mitchell Coordinator, STRIVE Program, Hudson School District</i> | Meadowbrook E |
| Effective Public/Private Partnerships to Boost Graduation & Post-secondary Success <i>Presenter: Kathryn Price Partnerships Coordinator, Madison Metropolitan School District Amy Jo Wallace Mann Scholars Coordinator, Madison Metropolitan School District</i> | Meadowbrook W |
| "Do You Know What I Know?" Culturally Responsive Teaching through the Voice of High School Students <i>Presenter: Judith Walker-Wied DIFI Supervisor, Milwaukee Public Schools Lori Krueger Diagnostic Teacher, Milwaukee Public Schools</i> | Woodfield B |
| Building a Community Leadership Collaborative - A community organizing model for Student Graduation Success <i>Presenter: Synovia Youngblood National Executive Board Member, Delta Sigma Theta, Inc. Rachel McKinsey Wisconsin Social Action State Coordinator, Delta Sigma Theta</i> | Woodfield C |
| A Success Story - The Menominee Indian School District's Pursuit of Excellence <i>Presenter: Leslie Shawanokasic Principal, Menominee Indian High School Stephanie Feldner Principal, Menominee Indian Middle School</i> | Woodfield D |

Section 1 12:30 – 1:20 pm

| Building Effective Practices in Dropout Prevention Through Early Warning Systems | |
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| <p>Sandra Covington Smith <i>Coordinator of Technical Assistance & Training,, The National Dropout Prevention Center for Students with Disabilities</i></p> | <p>The power of early warning indicators lies in the willingness and capacity of school leaders and educators to transform insightful data into strategic decision-making that leads to improved in-school experiences and increased post-school outcomes for students at risk of dropping out. Ultimately, are we "Ready, Willing, and Able"? Identifying students at risk for dropping out is no longer "key" to increasing the "holding power" of a school and graduating its most vulnerable. However, the predictive power of early-warning data is being harnessed by LEAs and SEAs, to guide and implement evidenced-based prevention and intervention strategies; therefore increasing the holding power of classrooms and schools and ultimately decreasing dropout rates.</p> |
| South Ballroom | |

| Operation Fresh Start – An alternative program option for at-risk students | |
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| <p>Karen Ball <i>Educational Director, Operation Fresh Start, Madison</i></p> <p>Brian McMahon <i>Placement Coordinator, Operation Fresh Start</i></p> <p>David Muñoz <i>Associate Principal of Pupil Service Wausau School District</i></p> | <p>Operation Fresh Start is a youth development program which addresses core issues facing low-income communities: education, employment, crime prevention, affordable housing and leadership development. At OFS, low-income young people ages 16-24 work toward their GED or high school diploma, learn job skills, and serve their communities by building affordable housing. In the process, they fundamentally change their lives and roles in society.</p> <p>The Wausau School District has a unique relationship with Operation Fresh Start. In 2004, the Wausau School District made a commitment to district at-risk students by enhancing their relationship with the OFS program through the implementation of new policy that awards a High School Diploma for students successfully completing an HSED through an approved district-sponsored program. Since this policy change, OFS, in conjunction with the Wausau School District, has successfully graduated thirty-eight out of thirty-nine students accepted into the program. The Wausau School District received recognition through a Governor's Service Award presented to Associate Principal Muñoz for the level of collaboration which was presented by then State School Superintendent Elizabeth Burmaster in 2007.</p> |
| Meadowbrook E | |

| Making a Smart Investment in K-12 Online Learning: A Path to Graduation | |
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| <p>Dawn Nordine, <i>Director, Wisconsin Virtual School CESA 9</i></p> | <p>Schools are continually meeting challenges and finding ways to overcome hurdles for students facing unique educational challenges. Wisconsin Virtual School (WVS), the Wisconsin Web Academy, as designated by the DPI, provides online alternatives for students needing to make up critical credits for graduation. School districts that are wanting to improve graduation rates for ALL students, trying to get dropout students back in school, have a desire to provide educational equity to each student, or have challenging budgetary concerns while trying to serve EACH student utilize the WVS state-led supplemental online program.</p> <p>WVS has served districts since 2000. Summer success rates for credit or content recovery students is 81%.The number of students taking online courses this fall that are identified as "at-risk" such as credit recovery, expelled, homebound, or other reasons is 17% of the total enrollments. Online learning is particularly well suited for students recovering credit or content, because it allows for individualized instruction, both by the teacher and through the use of course management technology. A critical factor for online learning to be successful also includes the support a student receives locally by a mentor working with the online teacher.</p> |
| Meadowbrook W | |

| River Cities High School - Change, Plan, Graduate | |
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| <p>John Bemis <i>Lead Teacher Wisconsin Rapids Public Schools</i></p> | <p>River Cities High School (RCHS) is an alternative school for students identified as at-risk for high school graduation. Success at RCHS is based on the concept that students need to make individual changes to improve their lives. Students work through a process of change as part of the curriculum. Other key components include; academic instruction, with two graduation tracks, mental health interventions with licensed Psychotherapists, regular exercise, future planning, a strict attendance policy, and a work/volunteer component. This milieu approach has been successful in decreasing the drop-out rate for the school district. RCHS has a graduation rate of 93%</p> |
| Woodfield B | |

| GED Option #2 - An Alternative to Dropping Out | |
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| <p>Adrienne Woods <i>Alternative School Program Officer Milwaukee Public Schools</i></p> <p>Valencia Beckley <i>GEDO2 Coordinator Milwaukee Public Schools</i></p> | <p>The GED Option #2 (GEDO #2) Program allows authorized school districts to use the GED test battery to measure proficiency in lieu of high school credit for students enrolled in an alternative education program. A student who passes the GED tests and completes the other requirements for graduation is entitled to the traditional high school diploma. The program gives students who are severely credit deficient and/or who will age out before meeting their graduation requirements an opportunity to obtain a high school diploma.</p> <p>The Milwaukee Public Schools District has graduated over 450 students through this program over the last three years. These students would have been dropouts if this program was not in existence. The program has increased the graduation rate at most participating high schools and is having a positive impact on the overall graduation rate of the district. The student attendance rate is also increasing because students must maintain a 90% attendance rate to remain in the program. The success of the program has also produced additional resources through board funds, stimulus funds and an alternative education grant.</p> |
| Woodfield C | |

| Increasing Student Engagement through 21st Century Design Essentials | |
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| <p>Al Lindau <i>Dean of Students, TAGOS Leadership Academy, School District of Janesville</i></p> <p>Jonathan Woloshin <i>Advisor, TAGOS Leadership Academy School District of Janesville</i></p> | <p>TAGOS Leadership Acadmey is among the leading project-based charter schools in the state of Wisconsin. This presentation will focus on innovative practices that have increased student attendance to 90% and boosted achievement through increased WKCE and MAP scores. It will focus on strategies to decrease discipline by 88%, and reengaged the disengaged learner. A review of our design essentials will provide participants with new tools to increase and improve relationships, focus on 21st century skills and look at the changing roles of teachers and learners in the 21st century school.</p> |
| Woodfield D | |

Section 2 1:30 – 2:20 pm

| Building Relationships and Overcoming Barriers - The Attendance Intervention Specialist Position in Green Bay Schools | |
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| <p>Kelly Rowe <i>School Social Worker Green Bay Public Schools</i></p> <p>Kim Schanock <i>School Social Worker/ Attendance Intervention Specialist</i></p> | <p>This presentation will explain the Attendance Intervention Specialist (AIS) positions in the Green Bay Area Public School District. There is currently one AIS working in each of the four Green Bay high schools. Kelly Rowe and Kim Schanock, working in Green Bay Preble and West High Schools will be reviewing common student interventions, including the partnerships that exist with community members and agencies. Kelly and Kim will be walking you through the student selection process, with an emphasis on selecting the "right type" of student. They will also be reviewing the data from the 2008-2009 school year, on the positive effects interventions by the AIS have had on student attendance and grades.</p> |
| South Ballroom | |

| STRIVE: A School Within A School | |
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| <p>Cindy Mitchell <i>Coordinator, STRIVE Program Hudson School District</i></p> | <p>The S.T.R.I.V.E. Program at Hudson High School is an alternative education program for at-risk students that uses a unique "school within a school" model. It delivers relevant, rigorous, and personalized curriculum to its students, including numerous opportunities for service learning, adventure learning, cultural experiences, mentorship, and career-vocational development. A strong home-school-community connection exists with the collaborative efforts of various stakeholders who offer multiple support systems for students and families. The program maintains its autonomy with strong administrative support. Above all, this reclaiming environment is characterized by the strong, healthy relationships that develop between staff and students which become the foundation for all learning and growth.</p> <p>S.T.R.I.V.E. has a solid fifteen+ year history of student success. Over 85% of the students who participate in S.T.R.I.V.E. graduate with a Hudson High School diploma on time. Academic performance improves with an 84% reduction in the number of F's. The number school behavioral incidents decrease by more than 80% and attendance rates improve by more than 50%.</p> |
| Meadowbrook E | |

| Effective Public/Private Partnerships to Boost Graduation & Post-secondary Success | |
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| <p>Kathryn Price <i>Partnerships Coordinator Madison Metropolitan School District</i></p> <p>Amy Jo Wallace <i>Mann Scholars Coordinator, Madison Metropolitan School District</i></p> | <p>The Mann and Sánchez Scholars programs serve small numbers of selected students of color who demonstrate academic potential but face significant challenges in completing high school and enrolling in higher education. Drawing on endowed scholarship funds and support from both community volunteers and school staff, Scholars and their families receive individualized attention over the course of their high school years to ensure pre-college coursework and active participation in extra-curricular interests and volunteer service. During the past decade, over 40 Scholars have graduated from high school (100% of participants), over 90% have enrolled in post-secondary institutions, eight have graduated from college, four are currently in graduate school, and 22 remain enrolled in two- or four-year institutions. Co-hort groups of six to nine grade-level Scholars (largely African American, Southeast Asian and Latino/a first-generation college-bound students) are supported each year throughout the District. Graduated Scholars attending college in Madison are engaged as mentors to current high school students.</p> <p>Based on the Mann/Sánchez model, at least three new local scholarship programs have evolved to serve specific groups of students who are underrepresented in higher education: low-income students residing in subsidized housing, former participants in remedial reading programs, and immigrant and refugee English language learners.</p> |
| Meadowbrook W | |

