

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Jared Schaffner

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Onalaska High School

(As it should appear in the official records)

School Mailing Address 700 Hilltopper Place

(If address is P.O. Box, also include street address.)

City Onalaska State WI Zip Code+4 (9 digits total) 54650-3379

County La Crosse County State School Code Number\* 40950040

Telephone 608-783-4561 Fax 608-783-0102

Web site/URL http://www.onalaska.k12.wi.us/schools/high/ E-mail schja2@onalaskaschools.com

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Dr. Francis Finco E-mail: finfr@onalaskaschools.com  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of Onalaska Tel. 608-781-9700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Ann Garrity

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 5 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	112	97	209
10	115	116	231
11	102	117	219
12	107	104	211
<b>Total Students</b>	436	434	870

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 8 % Asian
  - 2 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 86 % White
  - 3 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1	882
(5) Total transferred students in row (3) divided by total students in row (4)	0.028
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 2 %  
18 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Hmong, Spanish
8. Students eligible for free/reduced-priced meals: 22 %  
 Total number students who qualify: 194

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 24 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 9 %  
81 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                 |  |
|---------------------------------|--|
| <u>10</u> Autism                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness               | <u>19</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness         | <u>22</u> Specific Learning Disability         |
| <u>11</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment         |
| <u>3</u> Hearing Impairment     | <u>1</u> Traumatic Brain Injury                |
| <u>9</u> Mental Retardation     | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities  | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers	43
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	95%	93%	95%
High school graduation rate	98%	97%	97%	93%	94%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	216
Enrolled in a 4-year college or university	57%
Enrolled in a community college	1%
Enrolled in career/technical training program	28%
Found employment	10%
Joined the military or other public service	3%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The Onalaska High School mission is to ensure high levels of learning for all.

## **PART III – SUMMARY**

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The School District of Onalaska is located in the picturesque Coulee Region of western Wisconsin and serves the families of Onalaska, population 18,000. The community is bordered on the west by the Mississippi River and on the east by 600-foot bluffs, thus the high school's nickname-- Hilltoppers. The community is incredibly supportive of education as evidenced in 2014 with over 60% of the voters supporting three referendum questions to allow the district to exceed the revenue limit for the next five school years, provide an additional \$500,000 per year for technology over five years and enable the district to provide significant renovations to two of the district's elementary schools. Community and family support is also evident in the district's thriving volunteer program, attendance at co-curricular events and participation in parent programs. The belief in our schools is evident in the financial support from the Onalaska Education Foundation as well as booster clubs in athletics, band and choral music providing in excess of \$100,000 annually to support student programs.

OHS's traditionally strong academic achievement changed over time as gaps in achievement became larger with the demographics changing to reflect an increase in EL learners and low-socio economic students. Staff embraced the community's growing diversity to increase student opportunities to learn in diverse ways. During the 2008-2009 school year the district embarked upon a process transitioning to Professional Learning Communities (PLCs). The focus on increased achievement by disadvantaged students resulted in decreasing gaps and a change in the school culture. Outcomes from the PLC discussions meant changing the student schedule to build in more time for learning, an intervention period and a change in the school calendar to deliver more timely professional development. After visiting Adlai Stevenson High School in Illinois, the school improvement team developed a privilege system to encourage students to better manage their academics, behavior and attendance. Additionally, special education students benefitted from a paradigm shift to focus on inclusion within team-taught classes, a "resource room" to provide additional support, a heightened focus on using student data to appropriately schedule students and services, and the creation of a self-advocacy course to help students better understand their disabilities.

As part of the PLC journey, OHS implemented RtI, aided in part by a three-year REACH grant. The focus of using PLCs to drive RtI has resulted in closing achievement gaps while increasing student achievement. OHS staff have hosted over 20 site visits during the past four years, presented at multiple state conferences and broadcast webinars. PLC teams, in collaboration with a Wisconsin AP exemplar high school, have worked to increase student access to and participation in Advanced Placement courses resulting in recognition as a Level III Pacesetter School for improving AP access and excellence. In addition, several teachers received grants for curriculum improvement due to PLC discussion and support.

As PLCs matured, it was natural for the high school's vision to change to reflect student needs. OHS's vision "Take it to 25" may be the most apt way to describe the expectations of the community, staff and school district. During a strategic planning in the spring of 2012, the board of education set three goals including, "Beginning in 2016-17, at least 80% of each senior class will have taken the ACT and achieved an average composite score of 25." The vision does not equate to a desire for every graduate to attend a four-year college; the desire is for every graduate to obtain the skills needed to be college and career ready. Additionally, during an internal Title IX audit in 2011-12, the school realized inequities occurring in athletics. Beyond correcting athletic funding, OHS has become more cognizant of taking actions that are affirmative to encourage non-traditional populations in AP courses, youth options and other college preparatory events (e.g. robotics, computer science and critical thinking).

OHS has a robust co-curricular program as evidenced by multiple state tournament appearances by teams and individual athletes who have won the Mississippi Valley Conference all-sports award, award-winning vocal and instrumental band programs and a celebrated performing arts program. The Future Business Leaders of America (FBLA) has had tremendous success at the state level and annually sends multiple students to national competition.

OHS is indeed a special place where students of different backgrounds, beliefs and abilities thrive together. This is evident every Tuesday and Friday morning when watching students with significant disabilities work

together with marketing students at the school's coffee cart. This is evident listening to the roar of the audience seeing our talented Hmong dancers participate in a school dance contest as athletes partner with musicians to raise funds for families in health crisis. This is evident when seeing students anonymously provide gift cards to other students during the winter season. This is Onalaska student diversity in action in the present and in preparation for their future.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Onalaska High School graduates must earn 4.0 credits in English and social studies, 3.0 credits in math and science, 1.75 credits of PE, .75 credits of health, and a minimum of 7.5 credits of elective coursework.

Ninety percent of OHS students complete Algebra I, Geometry, Algebra II and Pre-Calculus prior to graduation with approximately 20% of the students completing Algebra I prior to high school. The 6-12 Math PLC has developed criteria for governing acceleration at the middle school level. The math team chose to align the traditional path to the Common Core State Standards due to the strong curricular foundation already present as well as discussions at Wisconsin State Math Conferences and collaboration with the math education department at the University of Wisconsin – La Crosse. As part of the alignment, the teams identified the priority standards in each unit, determined what standards should be part of each assessment and the depth of knowledge required with each question. Students may also enroll in AP Calculus AB, AP Statistics and Statistics.

Approximately 10% of the students take an integrated math sequence of Math 1, Math 2 and Math 3. The curriculum in Math 1, 2 and 3 focus on foundational Algebraic skills. The Math 1 course utilizes the Pre-Algebra course offered through ALEKS as well as small group instruction. The Math 1, 2, and 3 curriculum focus exclusively on the grade-level priority standards.

Students are placed into their respective math class by using information from the Math MAP assessment and past class performance. E-math is concurrent with other math courses and focuses on front-loading vocabulary, back-filling skill gaps and providing additional guided practice with foundational concepts. E-math support is available for all 9th-11th grade math classes.

The English 9, 10 and 11 courses are aligned to the Common Core State Standards and emphasize a thematic approach to understand human experience. The team trained in the use of the Curriculum Companion from CESA 7, a tool that provides a scope and sequence for the grade-level standards, identifies the specific focus of each standard and helps structure activities around reading, writing, speaking and language. English PLCs have focused on the use of close reading, gradual release of responsibility and developing writing tasks related to the reading. Through the Common Core implementation, the ELA teams have found skill gaps in the use of grammar and language. The team developed mini grammar lessons used regularly to supplement the Common Core standards. Advanced learners enroll in Accelerated English 9, 10 and AP Language and Composition and utilize more complex texts.

Students below grade level in Reading MAP as a freshman or sophomore enroll in Reading 9 and 10. This course is taught in a workshop format with two teachers. The team uses Reading Plus as an electronic remediation tool and focuses on reading fluency and speed.

The science team has adopted the Next Generation Science Standards and initiated the process of unpacking the standards and aligning them with current courses. Students must take Physical Science and Biology. For the third science credit, students may take Chemistry 1, Chemistry 2, AP Chemistry, Astronomy, Earth Science, Biotechnology, Anatomy and Physiology, or AP Physics. The science team has focused on the implementation of Common Core discipline literacy and technology standards. Additionally, the science team has implemented ACT-style questions and readings as part of the formative activities each week.

The social studies team uses the Wisconsin Model Academic Standards and the National Council of Social Studies Standards. The department has made a conscious effort to design coursework in all five strands of social studies including history, geography, political science, economics and behavioral sciences. The team has worked with a literacy specialist on implementing the Common Core discipline literacy standards. Teachers infuse Socratic circles, fishbowl discussions and other learning activities that require students to use critical thinking skills about current issues. All social studies courses have a focus on the use of primary and secondary source documents and using appropriate literacy strategies to help students understand

complex text. The US History and World History teams have spiraled document-based question writing style into both courses to prepare students for AP World History. Teachers regularly introduce students to topics of conflict and controversy to increase civic literacy with an overarching goal of students becoming global citizens.

Each core PLC team used the information obtained prior to this school year from the ACT suite (Explore, Plan and ACT) to determine gaps in instruction for college and career readiness. Moving forward, the teams will use data from the ACT Aspire and ACT. Additionally, analysis of the COMPASS assessment (technical college placement test) by the transition coordinator has helped staff understand the gaps in instruction, primarily in writing. Previous discussions have already caused teams to shift emphasis to different priority standards.

## **2. Other Curriculum Areas:**

OHS offers courses in several non-core areas in an effort to provide career exploration, an understanding of the arts, an appreciation for physical fitness and exposure to other cultures. These courses are largely open to all 9-12 grade students.

OHS offers both French and Spanish in our World Language department with approximately 85% of freshmen enrolling in a World Language and 32% of seniors completing four years. Both languages have Pre-AP and traditional paths; both pathways focus on the four components of language instruction including speaking, reading, listening and writing with the Pre-AP courses having a stronger emphasis on writing. In all classes the students are encouraged to use the target language for all conversation, questions and discussions in class. The PLC recently added the Global Certificate program to recognize students who complete at least Spanish 4 or French 4 and successfully complete other designated courses with a global perspective and volunteer service hours.

OHS has a thriving Career and Technical Education program consisting of programs in Family and Consumer Education, Business and Marketing and Technology Education. All three of these PLCs use the Wisconsin Model Academic Standards as well as work with local business and industry and post-secondary institutions to develop course curriculum. Students in grades 9-12 can enroll in CTE courses.

The technology education department offers 15 courses that range from a year-long survey course, Welding, Communication Technology to Fundamentals of Technical Design. The technology education team traveled to three different high school programs to learn more about the infusions of problem-solving activities. This tour led to a change in course rigor, a focus on critical thinking versus mastery of manufacturing skills, a transcribed course agreement with the technical college and the implementation of two Project Lead the Way courses (PLTW). The PLTW courses, a pre-engineering program developed by industry and the Milwaukee School of Engineering, were funded by a \$25,000 grant from the Kern Family Foundation. Two hundred and fifty students are enrolled in technology education courses.

The business and marketing department has our largest CTE enrollment with approximately 845 enrollments (duplicated ) in 18 courses, three of which are transcribed with Western Technical College. The PLC worked with a contractor to do an extensive survey of area businesses and post-secondary institutions to identify what those entities valued the most in prospective employees and potential students as well as identifying skill deficiencies in new graduates. The team gained valuable insight, including the need to focus more on group problem-solving activities, written and verbal communication skills; and de-emphasized the concern about students learning specific software programs.

The family and consumer education department offers 7 courses with enrollments of 185 students (duplicated). Courses range from Child and Adult Care to Foods of the Future to Fashion Design. The program also has one course, Food Science, which is cross-walked with Wisconsin Model Academic Science Standards allowing students to earn science credit. One course offers transcribed credit with Western Technical College.

Students must complete 1.75 credits of physical education and .75 credits of health. The PE curriculum was revised 8 years ago to focus more on lifetime activities and less on traditional team sports. This allows students to participate in a wide range of activities such as canoeing and fishing on Lake Onalaska, rock climbing, yoga, Pilates, and bicycle riding. The General Health Course focuses on mental, physical and emotional dimensions. All students also receive certification from the American Red Cross after completing the First Aid / CPR / AED course.

Four hundred seventeen students are enrolled in 11 art courses. The art path begins with survey courses, moves to specializations in areas such as painting, drawing and sculpture before it culminates with a senior AP Art Seminar experience. The seven elements of design are spiraled through the curriculum centered on the Wisconsin Model Academic Standards. The PLC's goal is to produce students who are able to appreciate, understand and create art.

The music department consists of programs in orchestra (30 students), instrumental music (120 students) and vocal music (190 students). Each program has auditioned groups and all ensembles have repertoire designed to acquaint students with literature from all music periods. The program uses the Comprehensive Musicianship through Performance model, a model that emphasizes rehearsals are a laboratory to practice all of the skills such as harmony, form, rhythm and expression.

### **3. Instructional Methods and Interventions:**

Since 2008-09 teams have worked to collaboratively answer the four fundamental questions of PLCs: What is it we expect students to learn? How will we know when they have learned it? How will we respond when some students don't learn? How will we respond when students already know it? Through this collaboration teams have used common formative and summative assessments to drive instruction around common learning outcomes, common pacing, shared best practice and worked together to identify appropriate interventions for students who need additional time and support or acceleration opportunities.

All students have a modified block schedule allowing for the redistribution of time for differentiation and an intervention period two days a week that is scheduled based upon specific student or group needs. Universal instruction in vocabulary acquisition, close reading, gradual release of responsibility and problem-solving are areas of instructional emphasis. Teachers regularly use informal formative assessments to check understanding (e.g. exit tickets, fist to five, thumbs up / down).

Tier two includes interventions such as electronic differentiation in reading and math, extra reading support classes in math and science, lunch support, check in-check out, team-taught courses, privilege system, and double-up class opportunities. Intervention and care conferences are scheduled for individual students as needed.

Tier three includes services in EL instruction, special education, at-risk and alternative school placement. The alternative school (OASIS) is located within the school and originated with students attending school for half-days and then working or completing community service during the remaining time. A small number of students still follow this model, but the bulk of the participating students use the OASIS resources for an hour of the day or for a semester before returning to regular programming. The full-time OASIS students receive job coaching as part of their placement.

Students who "already know it" are encouraged to serve as peer tutors during a study hall or during the intervention period, increase rigor through additional AP courses, participate in Youth Options (attend college courses while in high school) or participate in an enrichment during the intervention period. The most successful enrichment group meets weekly with a distinguished community member to learn the skills of rhetoric, active listening and the use of civility in discourse. The group is intended to be a pre-cursor to a debate team.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

The WSAS (Wisconsin Student Assessment System) measures student progress toward the Wisconsin Model Academic Standards in reading, math, science, social studies and language arts. The WSAS math and reading results are evidence of two key components: overall student achievement continues to improve and low socio-economic subgroup achievement is increasing faster, meaning that these students are catching up.

OHS students consistently improve their math performance on standardized assessments with the percent of students scoring proficient or advanced in the last five years improving from 58% to 66% for all students. The positive growth in math achievement over the past five years is due to changes in math placement, the development of math interventions and a focus by the Math PLC to improve differentiation. Additionally, math teams meet after common formative assessments to review the concepts students struggled with and identify a time for a targeted reteach of the concept. An investment in technology provides electronic differentiation. These changes have had a positive effect on all student achievement, particularly for those from a low socio-economic status.

Reading achievement continues to be the area of greatest focus and need for improvement. Despite the positive trends in student growth, all OHS teams understand the need for all students to improve in reading fluency and speed. The achievement gaps have led to the infusion of reading courses, development of new universal ELA curriculum and course sequence and significant professional development with nearly all PLCs in discipline literacy. The student services team is also very conscientious of the impact of a rigorous curriculum on student assessment results. Through a matched pair analysis, data retreat teams have discovered AP Government students score two points higher on the ACT reading section and overall composite compared to their non-participating peers regardless of reading level. This led to the recent development of increased rigor in the social studies department at the freshman and sophomore levels.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

All communication to staff, parents, community members, board members and students regarding assessment results, progress towards goals and achievement gaps is framed around OHS's vision of "Take it to 25." The board of education receives MAP assessment updates three times annually, an ACT score report for each graduating class and an AP exam participation and score report.

Students are encouraged to view assessments as a celebration of their knowledge and a checkpoint on the way to career and college readiness. During the past three years, staff reinforced this message through the "Celebration of Learning Day" when freshmen took the ACT Explore, sophomores used the ACT Plan, and juniors practiced the ACT. Seniors chose among the UW System Practice Placement Tests, COMPASS Assessment or ASVAB (military placement exam). Starting this year the ACT Aspire was administered to freshmen in October and April and to sophomores in early May. Students receive score reports in class meetings as soon as possible to interpret results, discuss progress toward individual goals and identify the appropriate interventions as needed. This information is also shared with parents via copies mailed home and webinars posted to the school website explaining the assessments. OHS also uses the Measures of Academic Progress (MAP) assessment in math and reading as a screening assessment for grades 9-11 and the STAR assessment as a progress-monitoring assessment for students in skill interventions. In the past two years, PLCs have focused more attention on the results from common formative and summative assessments.

All of the assessment data is housed in OHS's Early Warning System (EWS). The EWS allows leadership and PLC teams to quickly examine specific information about specific students; this data and the corresponding conclusions are then used to, identify curriculum gaps, drive instruction and design interventions.

## **Part VI School Support**

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### **1. School Climate/Culture**

As OHS students enter high school, they quickly acclimate to the school expectation of success, compassion and collaboration.

Onalaska High School hosts an academic recognition program each fall to celebrate the achievements of students from the previous school year. Based on parent input in 2013, school staff expanded Academic Awards Night to include students who made significant growth from the previous school year. Students are also motivated by the privilege system, a system that acknowledges and rewards positive academic and personal behaviors. Students take ownership of the system when communicating to administration that privileges have been earned.

OHS has organized campus tours for all juniors at both a public and private four-year university as well as a technical college. Before leaving on the tours, students are educated on the types of questions to ask and factors to consider when looking at a post-secondary institution. The goal is to provide EVERY student with a guided college visit to increase access to education. Additionally, a school counselor organizes campus tours during the fall and spring parent-teacher conferences to universities and technical colleges outside of the immediate area. A career coach from the area technical college visits once a month to advise students. Ujima, the diversity awareness club, annually sponsors a trip to the Festival of Nations in St. Paul, MN, hosts Holidays around the World celebration and organizes a diversity day celebration every two years.

Three years ago the Student Services team became concerned when viewing the emotional risk factors of our student population based upon the results of the Youth Risk Behavior Survey. As a result of that concern, the team developed the Student Assistance Program (SAP). The program is modeled after an employee assistance program and provides designated students with 3-5 free on-site counseling sessions from a licensed adolescent therapist.

Celebrations are part of every staff meeting and may include recognition of professional accomplishments, videos highlighting teachers' classroom practices, student achievement data and new opportunities for student learning. These celebrations also occur at the PLC team and classroom levels. In a November 2014 comprehensive culture and climate survey by School Perceptions, 100% of OHS teacher respondents indicated OHS is a good place to learn and 98% indicated OHS works hard to find ways to improve. The school also hosts "Topper Turn-Around Lunches" to recognize students who make significant improvements in their attendance, behaviors or academic achievement. The recognized students invite two teachers and two peers who assisted in the turn-around and share how that support aided their improvements.

### **2. Engaging Families and Community**

Families and community members are involved in nearly every facet of school life at OHS. OHS's belief is that parents and other stakeholders will support what they understand. This means giving adults many opportunities to have positive interactions with our students, staff and programs. During the spring of the 2012-13 school year, the district completed a comprehensive strategic planning process that involved parents, community members, teachers, students, administrators and board members. After three months a vision and plan were created to guide the work of the school district. More importantly, the strategic plan continues to be a living document, is reviewed each year with progress noted and is referenced in parent meetings as our compass and vision for student achievement.

Parents of 8th and 11th grade students schedule STAR (student transition and review) conferences with their child's respective school counselor. The purpose is to involve the student and parents in creating a four-year plan for high school and later to create a transition plan for post-secondary. These conferences

also serve to further the connection between the parents and counselor, initiate conversations about procedures such as college funding and identify needs of the student.

The school's transition coordinator works with local universities, technical colleges and employers to provide opportunities for students with disabilities. This includes setting up shadow experiences at colleges, assistance in interpreting placement exam scores or job-coaching students at area businesses. The transition coordinator also schedules learning nights for students and parents to learn more about disability services after graduation. A senior job fair is held in May to provide employers hiring for summer employment an opportunity to network with students.

Students also learn servant leadership through collaboration with the community, for instance, the AP Government class works with city government to identify solutions to local problems, the foods course provides most of the baked goods for the Community Thanksgiving Dinner, communication arts students design promotional materials for non-profit groups and students in our inclusive special education program make blankets for the humane society.

Parents and community members have an opportunity to serve in formal leadership roles through the Onalaska Education Foundation, OHS Alumni Association, band boosters, choir parent-support group, and athletic booster club. During the past two years, the OHS Alumni Association, community members and students worked together to create a Wall of Honor to recognize former students who died while in military service. The alumni association also developed the Wall of Excellence to recognize outstanding achievements in community members, graduates, and staff.

### **3. Professional Development**

The goal of OHS Professional Development planning mirrors what the staff plans for students in the classroom, which equates to differentiating the professional development needed by each PLC at a time when they need it. Professional development occurs during the monthly PLC time and early/full release days. The team leader works with the designated administrator to design an agenda. OHS also has at least one mini-data retreat during the school year and one in the summer to examine data, determine appropriate communication to the rest of the staff and make plans for ongoing professional development. The building-level data retreat teams parallel the data examination conducted at the individual PLC level.

The math team has used professional development time to align coursework and assessments to the Common Core, define and understand the Common Core mathematical practices and examine data to inform practices. The team has worked with a university mathematics instructor to develop quality depth of knowledge problem-solving activities at the DOK 3 and 4 levels. Two team members have conducted an action research project regarding the use of technology to differentiate for students with large skills gaps.

The ELA team has worked with a reading and CCSS specialist from CESA 4 to align curriculum and assessments to the Common Core while also using the Curriculum Companion tool designed by CESA 7. The team has also used professional development time to group-score papers, review rubrics and learn more about best practice, such as close reading. The technology integration specialist works with the team to identify the best application of technology to meet the learning standards.

The science, social studies and CTE teams have focused on disciplinary literacy led by two different reading specialists. This initially focused on team members bringing reading samples to the professional development sessions and then using the reading specialists to implement the best strategies to use in the classroom. As a result social studies staff progressed to focusing on helping students determine the author's view and making inferences from the reading. The science team has incorporated reading activities and developed assessments that require more complex reading to reach higher levels of critical thinking.

The advent of the Wisconsin Educator Effectiveness evaluation tool has aided in refining the focus of the art, music and world language teams due to the creation of student learning outcomes. The art team has focused exclusively this year on the seven elements of design, music has sought resources to improve sight reading and world language team members are moving toward standards-based grading.

#### **4. School Leadership**

Shared leadership among students, teachers, administration, support personnel and parents is a tenet of our school culture and the primary reason why OHS has made great gains in student achievement.

Since the inception of the LINK program ( a transition program for high school freshmen mentored by juniors and seniors) at OHS in 2007, this structure has become the model for all student leadership structures. Approximately 50 juniors and seniors are trained each summer as LINK leaders. The purpose of the LINK program is to provide mentorship to freshmen throughout the school year. LINK leaders focus on helping freshmen understand the culture of OHS, encourage them to participate in co-curricular activities, answer questions before major social events (e.g. expected dress for dances) and prepare them for major academic events such as final exams. This structure is paralleled in the music programs, strength and speed program and athletic teams. Student leadership is fostered in all facets of student life, including how the student section is organized at sporting events, changes in the school lunch program and how the intervention period is structured.

Teacher leadership is spread throughout much of the staff in the form of department chairs, curriculum chairs and PLC team leaders. In most cases, the PLC team leader rotates each month and is responsible for collaboration with administration. Additionally, the Team Approach to Problem Solving (TAPS) team meets weekly, reviews data and then communicates concerns to the PLC teams. The TAPS team, consisting of nine non-administrators and two administrators, takes on an immeasurable role to ensure OHS is celebrating achievement with staff and students, focusing on the vision and making timely adjustments for students. Adults are encouraged to take ownership of the changes they want to see happen in their respective work areas. This may include a custodian changing the way refuse is collected at lunch or a paraprofessional taking ownership of an intervention room.

Counselors and administrators meet weekly to review student services programming, and recently ACT prep was a concern with the statewide adoption of the assessment for juniors. The team wanted to ensure all juniors, regardless of background, ability or awareness, experienced quality ACT prep. Administration met with team leaders in each of the content areas and worked collaboratively to develop a two-day course with content-specific review. The principal interviewed participating teachers and 25 juniors after the first day, and the team implemented several changes for the second day. The juniors valued the opportunity to prepare, and the teacher-leaders felt empowered to help all students, specifically those students who traditionally would not have participated in ACT prep.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>WSAS</u>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>CBT</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient and above	66	65	61	55	58
Advanced	22	19	24	13	19
Number of students tested	210	191	207	188	217
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	48	59	39	38	21
Advanced	7	13	11	5	3
Number of students tested	44	39	44	40	33
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	68	66	65	57	60
Advanced	22	20	24	14	20
Number of students tested	184	155	175	168	200
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>WSAS</u>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient and above	56	54	59	38	55
Advanced	12	4	11	5	9
Number of students tested	210	191	207	188	217
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	34	38	45	10	27
Advanced	5	0	7	5	0
Number of students tested	44	39	44	40	33
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	59	58	63	40	58
Advanced	14	5	10	5	10
Number of students tested	184	155	175	168	200
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**