

Denfeld High School Home of the Hunters

Tonya M. Sconiers, Principal

James Erickson, Assistant Principal

Alison Wood, CIT Member-Science

Brian Jungman, CIT Member-English

CIT Members

| Name | Role |
|-------------------|---------------------------|
| Jessica DeMars | Special Education Teacher |
| James Erickson | Assistant Principal |
| Ethan Fisher | Social Studies Teacher |
| Diane Fitzgerald | Counselor |
| Brian Jungman | English Teacher |
| Ed Lewis | Math Teacher |
| Marcia Nelson | Assistant Principal |
| Tonya M. Sconiers | Principal |
| Alison Wood | Science Teacher |

Celebrations

Here is what we are most proud of... Academics

- 9th Grade BARR
- Reading Intervention growth
- CPM Math
- Check & Connect
- 10th Grade BARR Model
- SOAR Academy



Celebrations

Here is what we are most proud of... Non-Academics

- Relationships, Relationships, Relationships with Students and Families
- FSCS DASH Program
- College Preparedness/ Readiness (acceptance, apps completed, etc.)
- Community Service (food donations, hygiene, blood, toy drive)
- State Participants in Fine Arts, Athletics, Activities
- CRC and Hip Hop Music Grant
- Mental Health-Co located services







COMPREHENSIVE NEEDS ASSESSMENT

MCA/PLC data, FSCS, staff, student, parent survey,
FSCS student on the wall survey, Initiative review/survey, Guidance 11th
and 12th grade survey

Data Review

| 2016-2017 School Goals | Met/Not Met |
|---|---|
| <p>By Spring 2017, overall reading proficiency will increase from 51.4% to 59% as measured by all accountability test (October 1 enrollment). In addition, the reading proficiency of American Indian and Black students will increase from 45.8% to 49% and 21.7% to 30%, respectively as measured by all accountability test (October 1 enrollment) in 2017.</p> | <p>Increased to 58.8% (7.4%), Not Met</p> |
| <p>By Spring 2017, overall math proficiency will increase from 29.4% to 35% as measured by all accountability test (October 1 enrollment.) In addition, the math proficiency of American Indian and Black students will increase from amount to be determined for American Indian students (sample size small and not report as of yet) and 27.8% to 34%, respectively as measured by all accountability test (October 1 enrollment) in 2017.</p> | <p>Decreased by .5%, Not Met</p> |
|  |  |

Data Review

Non-Academic

| Enrollment / Demographics | | | | |
|----------------------------------|------------------|------------------|------------------|------------------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| All Students | | | | 998 |
| American Indian | | | | 53 |
| Asian | | | | 12 |
| Hispanic | | | | 31 |
| Black | | | | 89 |
| White | | | | 720 |
| More than one race | | | | 93 |
| English Learner | | | | 4 |
| Special Education | | | | 251 |
| Free or Reduced Lunch | | | | 680 |

Data Review

Academic

| Reading Proficiency By Student Group | | | | |
|--------------------------------------|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| All Students | 44.5 | 53.8 | 51.4 | 58.8 |
| American Indian | 40.0 | 35.3 | 42.9 | 77.8 |
| Asian | -- | -- | -- | -- |
| Hispanic | -- | -- | -- | -- |
| Black | 6.7 | 29.4 | 15.0 | 20.8 |
| White | 49.2 | 60.4 | 57.5 | 64.2 |
| Two or more races | -- | -- | -- | -- |
| Special Education | 11.8 | 40.9 | 27.7 | 26.7 |
| Free or Reduced Lunch | 35.7 | 41.1 | 44.8 | 46.0 |

Data Review

Academic

| Math Proficiency By Student Group | | | | |
|-----------------------------------|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| All Students | 28.4 | 34.3 | 29.4 | 28.9 |
| American Indian | 12.5 | 36.4 | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic | 27.3 | -- | -- | -- |
| Black | -- | 7.7 | 23.1 | 14.3 |
| White | 29.8 | 34.7 | 32.9 | 31.9 |
| Two or more races | -- | -- | -- | -- |
| Special Education | 6.3 | 9.1 | 20.9 | 22.9 |
| Free or Reduced Lunch | 18.7 | 25.9 | 22.2 | 19.8 |

Data Review

Academic

| Reading Growth 2016-2017 | Low | Medium | High |
|--------------------------|------------|------------|------------|
| Proficient | 8.7% (19) | 26.9% (59) | 12.3% (27) |
| Not Proficient | 12.8% (28) | 20.1% (44) | 19.2% (42) |

| Math Growth 2016-2017 | Low | Medium | High |
|-----------------------|------------|------------|------------|
| Proficient | 21.6% (32) | 18.9% (28) | 8.8% (13) |
| Not Proficient | 12.2% (18) | 27.0% (40) | 11.5% (17) |

Data Review

Perception, Program, Fidelity

Share key data from these categories

PLC

PBIS

BARR

Interventions

Practice Profile

FSCS

Summary of CNA

Successes:

- Overall proficiency in Reading on MCA increase by 7.4% in the 2016-17 school year.
- BARR Initiative data shows decreased semester failures and ODR and an increase in attendance and contact/communication with parents/guardians.

Prioritized Concerns:

- Math- Overall Student Proficiency in Math on MCA is significantly below district and state with a slight decrease of .5% in the 2016-17 school year.
- Student Specific Groups - - African American and Special Education students are significantly below district and state proficiency rates on MCA in reading and math.

School Goals

2017-2018



1. By Spring 2018, we will increase the percentage of all students who fall within the medium to high growth range in reading from 78% to 83% - 86% (5-8%) as measured by all accountability tests (MCA / MTAS).

2. By Spring 2018, we will increase the percentage of Black students who fall within the medium to high growth range in reading from 57% to 64% - 67% (7-9%) as measured by all accountability tests (MCA / MTAS).

3. By Spring 2018, we will increase the percentage of Special Education students who fall within the medium to high growth range in reading from 51% to 58% - 63% (7-12%) as measured by all accountability tests (MCA / MTAS).

School Action Plan

Initiatives

- Reading and Math Interventions for target groups of students
- PBIS, BARR, Check & Connect, FSCS, SOAR Academy,

Instructional Practices (Practice Profile Focus)

- Learning Targets
- Embedded Formative Assessment

Peer reviews

- Quick classroom visits by CIT - practice profile checklist
- Peer Review process - still in development

CONCERNS TO SHARE WITH BOARD

- Implementing a Peer Review process.
- System for providing appropriate, impactful interventions to students in common core subjects given the level and number of students in need of support.

Any questions?

