BRIDGING THE GAP

The Middle to High School Transition
Who Are We?

Diana Miller, Secondary Programs Supervisor

Kit Laibly, CLC Specialist – High School

Betsy Peterson, CLC Specialist – Middle School
Our District

- 2nd largest in Wisconsin
- 48 Schools: 4 Main High School’s, 1 Alternative HS, 12 Middle Schools, and 31 Elementary Schools
- 2011-12 School Year our district had 26,817 students and over 3,000 staff
District Student Demographics

Percentage of our students classified as...
• Economically Disadvantaged 49%
• English Language Learners 18%
• Students with Disabilities 15%

Race/Ethnicity:
American Indian  .5%  Hispanic  17.9%
Asian  9.5%  White  45.3%
Black  20.1%  Bi-Racial  6.7%
Our Department

- Madison School & Community Recreation (MSCR) is the public recreation provider for the residents of Madison (within the boundaries of the Madison Metropolitan School District). MSCR is a department of the Madison Metropolitan School District and is proud to have served the community for over 85 years as the one for fun in Madison! We have a wide range of recreation programs and services for all ages all year-round.
MSCR’s Mission

The mission of Madison School & Community Recreation (MSCR) is to enhance the quality of life for individuals in the Madison Metropolitan School District and for the community by providing recreation and enrichment opportunities year-round that are accessible to all.
Why We Are Here:

Every 26 seconds, a student drops out of school

~Boostup.org
National Graduation Statistics

28% of High School Students in the US are NOT Graduating

- 22% White
- 42% Hispanic
- 43% Black
- 17% Asian
- 40% American Indian

~Boostup.org
Almost 30% of high school students quit before graduation and in most states, the greatest segment of that loss occurs in 9th Grade.

~Educational Research Center, Bethesda Md.
Turn and Talk...

• Why is this happening?

• What can we do?
Brainstorm...

What are incoming freshmen nervous about???
Incoming freshmen are nervous about...

- Getting lost
- Being late to class
- Fitting in
- Getting signed up for sports and activities
- Being bullied by upperclassmen
- Having lower academic skills than their peers
- Applying to college
- Getting their drivers license
What We Did

• Using CLC Funds, MSCR developed a summer program called Learning Is For Everyone (LIFE) 101.
• It was a one week program that ran 9:00am-3:30pm
• It repeated every week for 6 weeks to accommodate as many students as possible.
• 2 field trips each week
• Culminated in a graduation ceremony
<table>
<thead>
<tr>
<th>Times</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>9:00 – 9:15</td>
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</table>
| 9:15 - 10:20 | Orientation to Lafollette  
  - Welcome by principals  
  - Tour of School Scavenger Hunt  
  Community building activities. | Social Skills/Conflict Resolution  
  Personal Organization & Time Management  
  – *Hands on activity* | School vs. work  
  When and how should I get a job |                                           | College Visit #1                              |
| 10:25-11:40  | Learning & Personality styles  
  Education vs. work  
  When and how should I get a job | Multicultural High School | Financial Literacy |                                           | College Visit #2                              |
| 11:45 – 12:25 | LUNCH                                                                 |                                                  |                                                   |                                               |                                 |
| 12:30 - 1:30 | *High School Student Panel*  
  - What I wish I knew when I was a freshman  
  - Q&A | Ropes Course  
  Choices and Consequences  
  Positive Risk Taking | GPA – Hands on Activity | Lancer PRIDE  
  Behavior  
  Expectations at La Follette HS | Rotary Visit #1                      |
| 1:35 – 1:45  | BREAK                                                                  |                                                  |                                                   |                                               |                                 |
| 1:45 – 2:45  | *Get Involved*  
  Sports, clubs, tutor programs, CLC, other activities | Study Skills  
  - Studying for a final  
  - Studying in a group, studying with friends  
  for meaning  
  - Etc. | Student Action Planning  
  - Develop your own learning plan/goals for your freshmen year and how to accomplish.  
  - Write a letter to yourself about goals for your freshmen year |                                           | Rotary Visit #2                              |
| 2:45 – 3:30  | Journal, Surveys, Closing Activities & Announcements                   |                                                  |                                                   |                                               | Graduation                  |
Our Struggles & Issues

• Only at 1 school
• Students had trouble committing to full days because of their own conflicts (sports, summer school, etc.)
• Limited school staff availability
• Key partner dropped out
• Marketing
How We Fixed It - Remodel

• Week-long ½ day programs at 3 of 4 High Schools

• Either AM or PM sessions...all 4 sessions are the same

• Uniform in dates, times, and content

• Unique in how the content is presented

• Changed the names to school mascots (Lancers, Purgolders, Regents) 101
Recruitment – How to Reel ‘Em In!

• Principal outreach
• Program guide
• Utilizing student services/guidance
• Speaking/handouts at school demo nights
• Feeder visits
• Direct mailings
• All-calls
Lancer 101 - La Follette HS

- Implementation team of 5 people including: Building principal, 9th grade principal, 9th grade counselor, Dean of students, and MSCR CLC Director
- Staffed by: MSCR CLC Director, Junior Leader, and various sessions led by the 9th grade counselor, school social worker, school psychologist, Educational Resource Officer, and 6-8 teachers
**Lancer 101 Daily Schedule**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Overview of week</em></td>
<td><em>GPA</em></td>
<td><em>Literacy</em></td>
<td><em>Student Panel</em></td>
<td><em>Scavenger Hunt</em></td>
</tr>
<tr>
<td><em>Community building</em></td>
<td><em>AP &amp; Honors</em></td>
<td><em>Social Skills/Conflict Resolution</em></td>
<td><em>Study Skills</em></td>
<td><em>Science &amp; Gardening</em></td>
</tr>
<tr>
<td><em>School tour</em></td>
<td><em>Scheduling</em></td>
<td><em>Multicultural HS</em></td>
<td><em>Organization &amp; Time Management</em></td>
<td><em>Goal Setting &amp; Future Planning</em></td>
</tr>
<tr>
<td><em>PRIDE</em></td>
<td><em>College Prep</em></td>
<td><em>Restorative Justice</em></td>
<td><em>Letters to Self</em></td>
<td></td>
</tr>
<tr>
<td><em>Clubs/sports, etc.</em></td>
<td><em>Learning Styles</em></td>
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</tbody>
</table>

*Every day includes ice breakers and journal activities*
Programming and Teaching with Purpose...

Purpose: to critically think about the role of literary in and beyond school & to flex critical reading muscles

Learning Targets:
1. I understand the claim "literacy is freedom" and connect it to school & outside-of-school contexts.
2. I actively read & annotate my thinking & my questions.
3. I know that each cancer contributes to La Follote’s identity & success.

Assessments:
1. Example / non-example response sheet
2. 2 or more annotations each for 2 history of LHS editorials
3. Partner exit slips
Purgolder 101 – East H^\textsuperscript{\texttrademark}

• Implementation team includes: Guidance counselors, Positive Behavior Support Coaches, English teacher, AVID teacher, MSCR coordinator

• Staffed by: Implementation team with help from LINK Crew, and various sessions led by volunteer teachers, administrators and student support services (guidance, Athletic Director, Educational Resource Officer, etc.)
## Purgolder 101 Daily Schedule

<table>
<thead>
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<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Community Building</td>
<td>• Learning Styles</td>
<td>• Calculating Your GPA</td>
<td>• Get Involved Sports &amp; Clubs</td>
<td>• Future Planning (1 year &amp; 5 year)</td>
</tr>
<tr>
<td>• Expectations</td>
<td>• AVID Strategies/ Cornell Note Taking</td>
<td>• Teacher Panel</td>
<td>• Student Panel</td>
<td>• Financial Literacy</td>
</tr>
<tr>
<td>• Tour</td>
<td>• Literacy</td>
<td>• Time Management &amp; Organization Skills</td>
<td>• Scavenger Hunt</td>
<td>• How to be a successful student</td>
</tr>
<tr>
<td>• East Culture</td>
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</table>

*Every day includes ice breakers and journal activities*
Regent 101 - West HS

- Implementation team includes: Small Learning Community Principal, Minority Services Coordinator, PE Teacher, English Teacher and MSCR Coordinator

- Staffed by: MSCR CLC Director, 5 Junior Leaders, Minority Services Coordinator and English Teacher

- Teachers, counselors and administration volunteer to lead panels and other pertinent sessions
## Regent 101 Daily Schedule

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Community Building</td>
<td>Social Aspects</td>
<td>Academics “West Highway”</td>
<td>Academics “West Highway”</td>
<td>Future Planning</td>
</tr>
<tr>
<td>• Community Building Activities</td>
<td>• Clubs &amp; Sports</td>
<td>• Teacher Panel</td>
<td>• Literacy</td>
<td>• Counselor Panel</td>
</tr>
<tr>
<td>• Tour</td>
<td>• West Diversity</td>
<td>• Learning Styles</td>
<td>• Math</td>
<td>• GPA, Transcripts, College Apps</td>
</tr>
<tr>
<td>• Student Panel</td>
<td>• Choices &amp; Consequences</td>
<td>• Study Skills</td>
<td>• Academic Support Services</td>
<td>• Goal Setting</td>
</tr>
<tr>
<td>• Transitions</td>
<td>• Social Skills &amp; Conflict Resolution</td>
<td>• Time Management</td>
<td>• Responsibilities</td>
<td>• Getting a Job</td>
</tr>
<tr>
<td>• Student Services</td>
<td></td>
<td>• Organization</td>
<td></td>
<td>• School Mission</td>
</tr>
</tbody>
</table>

*Every day includes ice breakers and journal activities*
Time To Plan

• Who do you need to support this idea (from your administration)?

• Who do you want on your implementation team?

• What is your 9th grade gap?

• What do the incoming 9th graders need to know to be successful in your schools?
LOGISTICS – Tools for Success

• Administrative Support (ideally a principal)
• Bus Passes/Transportation
• Snacks
• Prizes (Lanyards, T-Shirts, Water Bottles, Planners, etc.)
• Good publicity
• Planning Time – Took several months to get the implementation team together and to plan sessions
• Hands on Activities!!!! Work for 10:2
TIPS

• If using high school students – plan a separate orientation meeting with them
• 10:2 = Ten minutes of talking needs at least 2 minutes of activity
• Students want to learn from their peers, not adults
• Continue the relationship – keep tabs on them
• Adapt to what the needs are
• Survey students to find out what is needed
Surveys – At the end of program

1. Name 3 things you learned this week that will be most beneficial to your high school career.
2. What was your favorite part of the program?
3. What do you wish we would have spent more time talking about?
4. What would you change about the program?
5. What do you wish you would have known before the program?
6. Comments or concerns?
Exit Survey Results

• 1. Advocate for yourself, how to manage time, where everything is, be respectful
• 2. Games, the tour, student panel, meeting new people
• 3. Test taking, lay out of the school, classes, budgets
• 4. More games, longer breaks
• 5. Eat breakfast, bring a water bottle, pay attention, come with a positive attitude
• 6. More snacks, I thought it was really fun, I learned a lot, I’m excited for school, Thank You!
Survey – End of 9th grade

1. What was the most helpful part of the program for your freshman year?
2. What would you have liked to have changed or not done at all? Please offer advice on how to change it.
3. What should we include in the program this summer to better prepare the incoming freshman?
4. What advice do you have for the 101 teachers?
5. What advice do you have for the incoming students?
6. Please offer any additional comments or concerns.
Final Survey Results

• 1. How to navigate the school, knowing expectations, study skills & time management
• 2. More interactive activities, more time to talk with students, more navigating the school, less adult talking
• 3. More tour stuff, more academic expectations, more info on finals and tests, how to change your schedule
• 4. Keep it fun, keep it interesting, understand students needs to be a better resource with activities
• 5. Have a good attitude, ask for help, teachers are friendly, pay attention, avoid the drama
Connections with the School Year

• Current 8\textsuperscript{th} grade students come and visit high schools

• Current high school students are going to the middle schools to tutor and mentor the incoming 8\textsuperscript{th} graders

• After school coordinators are bringing incoming 9\textsuperscript{th} grade students to orientation nights at the high schools
Next Steps

• Develop a cohort feel with more social and academic programming. We want to bring the group back together on a monthly basis with social and academic programming tied together. Example: This fall have a field trip to the corn maze followed by a check-in with their progress reports.

• Expand High School summer transition program to Memorial HS (4th high school)
Next Steps Continued...

• Expand opportunities for 8th graders to get into their high schools during the school year (with purposeful programming)

• Look at other transition periods and replicate this model as appropriate – example 5th – 6th grade.
Wrap-up

• Questions?
• Check-out
• Contact Info:
  Diana Miller: dlmiller@madison.k12.wi.us
  Kit Laibly: klaibly@madison.k12.wi.us
  Betsy Peterson: blpeterson@madison.k12.wi.us

Thanks for coming!