

Dear DLH Academy Family,

It is with great pleasure that I write to inform you of my new position and purpose on the DLH Academy team of educators! After serving as your principal for nine years, I am shifting into a position in which I can spend more time in the classrooms providing teachers with the support that they need to maximize learning experiences for our children. I will serve in the position of Growth and Development Strategist and perform duties that accelerate growth for our students and teachers. This space, “in the trenches” positions me to provide the much-needed service of on-going coaching for teachers, as well as provide the service of a present mentor and advocate for our children. This is where my heart and passion lie! I am grateful to remain a staple in the DLH Academy team of educators, and I look forward to continuing to support our community in this role.

Goals and strategies for the 2022-2023 school year include pressing forward to reach new heights with reading and math performance on our local measure growth assessments (MAP, PALS, WRITING) and achieve notable progress on our state required exams. Our goals also include continued instruction and support dedicated to student wellness. Achieving our year end goals must be preceded by actions taken daily at school and at home.

Student Wellness

Student wellness is not a new concept at DLH Academy as it speaks to our stated International Baccalaureate (IB) mission to “develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world.” This reference highlights that instruction at DLH Academy includes helping students to know HOW to learn as well as what to learn. To that end, students are taught the necessary communication skills, social skills, and self-monitoring techniques (including analyzing and reflecting on their progress towards meeting stated goals) needed to empower them to actively participate in their growth and development. Specific activities that provide opportunities to exercise these skills include collaborative classroom interactions (to be discussed further under academics) and interactions during extra-curricular activities such as music, fitness, dance, art, and additional movement and teamwork activities that are built-in to student schedules. Grades second through fifth also participate in Spanish instruction where they not only learn about the language but also converse about Spanish speaking cultural activities and norms. Intentional instruction that includes a focus on diversity and varying cultural norms allow students to not only appreciate the differences within groups but also the similarities in the human experience.

Academic Achievement

Daily instruction at DLH Academy includes opportunities for students to engage in learning activities and accountability practices in several ways. Students must attend whole group instructional sessions to review daily agenda's, work expectations and academic goals for the day or specific instructional period.

Following such session students separate into small group rotations that include instructional time with their teacher, work time with peers, and independent work time. Additionally, assessment practices include one-on-one meetings with teachers and administrators as needed with students who need extra support with meeting their goals.

While all student instruction includes support in gaining knowledge and skills on information outlined in grade-leveled state standards, the route taken to achieve state goals varies based on each student's most current achievement data. All students regardless of levels must participate in the following activities:

Intense Literacy and Math Studies

Reading

Studies in reading currently include use of the **Supper Kids** curriculum for grades K4 through second grade, and the **Wit & Wisdom** curriculum for grades third through eighth. Reading instruction is also supplemented using online programs such as Raz Kids for the primary grades and the Accelerated Reader Program (AR) for grades 1-8. Students are required to read a specific number of books/words in varied styles depending on their individual goal and pacing. Studies with Letters, letter sounds/patterns and sight word recognition take place for grades K4-1st. Students are scheduled to read/write with teachers, classroom peers and reading buddies to practice newly attained skills as well as sharpen recently learned skills. Additionally, students receive homework assignments for additional skills practice in reading, vocabulary studies, and math computations.

Writing

Studies in writing include instruction regarding the six traits of writing (Voice, Ideas, Presentation, Conventions, Organization, Word Choice, and Sentence Fluency) to support students' development with written and verbal communication skills. Students are required to apply writing skills to express their finding on various research topics required.

Math

Math studies in all grades include the use of the Eureka Math curriculum which includes opportunities for students to problem solve, predict, project, create, construct, compute, analyze, defend, and justify and justify while applying reading comprehension skill during their study. Investigations occur as appropriate for each grade level. Students work to extend learning and address missed learning with self-paced online programs such as **Moby Max**. Individualized homework practice is made available for additional skills practice.

Assessments

Students participate in rigorous assessments to demonstrate progress toward mastery of the grade level learning expectations outlined in the Wisconsin State Standards. Local assessments used to measure yearly growth for each student include MAP testing (grades 1-8), PALS testing (grades K4-2nd), and

formal writing assessments (grades K5-8) that take place three times a year for all grade levels. Additionally, students in grade 3-8 participate in taking state assessments once each year. Additional information surrounding assessment can be found on the DPI website using the following links:

Use <https://dpi.wi.gov/assessment> for more information on surrounding assessment.

Additionally, each year the Department of Public Instruction rates schools in the State covering several indicators. Accessing the following link will help connect you to the sight where school report cards are located. After clicking the link, follow the steps below to find the report card for specific schools:

<https://dpi.wi.gov/wisedash/help/district-support>

- Click: Wisedash Public Portal
- Scroll to the very bottom under Reporting and click School Report Cards (DPI)
- Click the green tab that reads: Click Here For School and District Report Cards
- Select the desired school year (on the top bar) and then find DLH Acad in the drop-down menu of the district name
- Click the PDF titled School report card detail and open the file to view the school report card
- You can also locate any other school in the state by following these same steps above

Teacher Support

Teachers receive on going coaching with instructional practices that support small group rotations and preparing students as critical thinkers. This includes reflective data meetings, planning meetings, classroom observations, and modeling the necessary interactions with students and parents. Teachers also receive support from administrators as they are instructed to engage with student focus groups to support academic, social, and emotional growth. Administrators work with students and parents to help address barriers that impact student learning.