



SHEBOYGAN AREA
— SCHOOL DISTRICT —

NOTE: This meeting will be held in the Boardroom.

**Starting/ending times may vary*

Tuesday, February 13, 2024

Starting Time: 6:00 – 6:45 p.m.*

CHAIR: Ms. Robbins

MEMBERS: Mr. Mancl, Vice Chair

Ms. Versey

Mr. Laster

(a quorum of the Board may be present)

The Curriculum and Instruction Committee meeting will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, February 13, 2024 at 6:00 p.m.** The following items will be presented for consideration at that time:

Please note some Board members may be participating in this Board meeting via teleconference or other remote access technology. Members of the public who attend the meeting will be able to hear any open session dialogue between such members and the Board members present in the Boardroom. In addition, the District is offering audio and video access to the meeting via phone connection by calling 1-312-626-6799 with Meeting ID: 874 6366 7294 and Passcode: 048810 or <https://us06web.zoom.us/j/87463667294?pwd=zBbtbmyndze8IjqHWTeV6r7JlN2O1d.1> at the scheduled meeting time.

**REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE
AGENDA**

- 2 Min. 1. **DIPLOMAS (EARLY GRADUATION GED OPTION 2 PROGRAM) – Mr. Jacob Konrath**
(Information/Action)
- Administration at South High School recommends the award of high school diplomas to Naomi Matos, Vie Xiong, and Jackie Xiong, class of 2024. The students have met all requirements to receive their diplomas through the GED Option 2 Program from the Department of Public Instruction (DPI).
- 2 Min. 2. **DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA) STATE CONFERENCE FIELD TRIP**
– **Mr. Jacob Konrath** (Information/Action)
- Administration recommends the approval of North High School students to travel to Lake Geneva, WI from February 24-28, 2024 to compete in the Distributive Education Clubs of America (DECA) State Conference as per Policy 2340.
- 10 Min. 3. **ACHIEVEMENT GAP REDUCTION (AGR) GOAL UPDATE – Mr. Jacob Konrath/Ms. Amy Buffington/Mr. Brian Hinn/Mr. Patrick Neils/Mr. True Vang** (Information/Discussion)
- Administration will provide an update regarding the Achievement Gap Reduction (AGR) goals at Grant, Jefferson, Longfellow, and Sheridan Elementary Schools.
- 10 Min. 4. **SECOND FRIDAY REPORT – Mr. Jacob Konrath** (Information/Discussion)
- Administration will present the Sheboygan Area School District’s Enrollment Data Report based on the second Friday in January 2024.

- 2 Min. 5. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 2340 – DISTRICT SPONSORED TRIPS – Mr. Jacob Konrath** (Discussion/Possible Action)
- Administration recommends the introduction (first reading) of the following revised policy:
- Policy 2340 – Program; District-Sponsored Trips
- 2 Min. 6. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 2451 – PROGRAM OR CURRICULUM MODIFICATIONS – Mr. Jacob Konrath** (Discussion/Possible Action)
- Administration recommends the introduction (first reading) of the following revised policy:
- Policy 2451 – Program; Program or Curriculum Modifications
- 2 Min. 7. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 2521 – SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT – Mr. Jacob Konrath** (Discussion/Possible Action)
- Administration recommends the introduction (first reading) of the following revised policy:
- Policy 2521 – Program; Selection of Instructional Materials and Equipment
- 2 Min. 8. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5215 – MISSING AND ABSENT CHILDREN – Mr. Jacob Konrath** (Discussion/Possible Action)
- Administration recommends the introduction (first reading) of the following revised policy:
- Policy 5215 – Students; Missing and Absent Children
- 2 Min. 9. **INTRODUCTION (FIRST READING) OF NEW BOARD OF EDUCATION POLICY 5505 – ACADEMIC HONESTY – Mr. Jacob Konrath** (Discussion/Possible Action)
- Administration recommends the introduction (first reading) of the following new policy:
- Policy 5505 – Students; Academic Honesty
- 2 Min. 10. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 5530 – DRUG PREVENTION – Mr. Jacob Konrath** (Discussion/Possible Action)
- Administration recommends the introduction (first reading) of the following revised policy:
- Policy 5530 – Students; Drug Prevention
- 2 Min. 11. **INTRODUCTION (FIRST READING) OF NEW BOARD OF EDUCATION POLICY 7540.08 – ARTIFICIAL INTELLIGENCE (AI) – Mr. Jacob Konrath** (Discussion/Possible Action)
- Administration recommends the introduction (first reading) of the following new policy:
- Policy 7540.08 – Property; Artificial Intelligence (AI)
- 2 Min. 12. **INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 8420 – EMERGENCY PREPAREDNESS – Mr. Jacob Konrath** (Discussion/Possible Action)
- Administration recommends the introduction (first reading) of the following revised policy:
- Policy 8420 – Operations; Emergency Preparedness

**EXTENDED TRAVEL, REGIONAL/NATIONAL COMPETITION, AND/OR INTERNATIONAL
FIELD TRIP PRE-APPROVAL FORM**

- 1. Name of Group: North DECA
- 2. Date of Application: Jan 11, 2024
- 3. Person Making Application: Tom Gross
- 4. School: Sheboygan North HS

- 5. Proposed Event: DECA State Conference
- 6. Destination: Lake Geneva, WI
- 7. Dates of Travel: Feb 24-28, 2024
- 8. Purpose: To compete at State
- 9. # of students (estimate): 2
- 10. # of chaperones: 1

- 11. Is this field trip a regional/national competition? Yes No
- 12. If yes, what are the qualifying criteria for participation?

13. Estimated Costs

Use the appropriate worksheet to calculate the cost of the trip. Use the results from the worksheet to complete the section below. The worksheet must be submitted along with this form to the Assistant Superintendent Student & Instructional Services.

A. Total Cost of Trip	B. Cost by Funding Source																																													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"># of Students</td> <td style="width: 30%; text-align: center;">2</td> </tr> <tr> <td>Cost Per Student</td> <td style="text-align: center;">450</td> </tr> <tr> <td>Total for all Students</td> <td style="text-align: center;">900</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td># of Chaperones</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Cost Per Chaperone</td> <td style="text-align: center;">450</td> </tr> <tr> <td>Total for All Chaperones</td> <td style="text-align: center;">450</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Total Cost of Trip</td> <td style="text-align: center;">1350</td> </tr> </table>	# of Students	2	Cost Per Student	450	Total for all Students	900			# of Chaperones	1	Cost Per Chaperone	450	Total for All Chaperones	450			Total Cost of Trip	1350	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Source</th> <th style="width: 20%;"></th> <th style="width: 20%;">Total</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td style="text-align: center;">(\$ 75 each)</td> <td style="text-align: center;">150</td> </tr> <tr> <td>Chaperones</td> <td style="text-align: center;">(\$ 150 each)</td> <td style="text-align: center;">150</td> </tr> <tr> <td>Student Group/Fundraising</td> <td></td> <td></td> </tr> <tr> <td>Grants</td> <td></td> <td></td> </tr> <tr> <td>Building Funds</td> <td></td> <td></td> </tr> <tr> <td>District/Central Admin Funds</td> <td></td> <td></td> </tr> <tr> <td>Other - specify here: Chapter</td> <td></td> <td style="text-align: center;">1050</td> </tr> <tr> <td>Total Cost of Trip</td> <td></td> <td style="text-align: center;">1350</td> </tr> </tbody> </table>	Source		Total	Students	(\$ 75 each)	150	Chaperones	(\$ 150 each)	150	Student Group/Fundraising			Grants			Building Funds			District/Central Admin Funds			Other - specify here: Chapter		1050	Total Cost of Trip		1350
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14. Use the space below to answer the following questions. Do not submit additional pages. The space below will expand to fit your needs.



a.	What activities will the students be engaged in while on the trip? They will compete in individual events, vote for officers, and attend career meetings.
b.	How will students demonstrate their learning from this experience? (Please describe specific activities that will take place after the field trip.) The DECA members will be competing with the other DECA members from across the state in Principles of Hospitality and Accounting.
c.	How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities? Tom Gross will attend the state competition and adviser meetings.
d.	Who will the chaperones be and how were they selected? Tom Gross is the North DECA Advisor

15. Verify that the appropriate documentation will be provided for this field trip.

- a. The school's extended travel rules and a detailed itinerary will be provided to each student and parent/guardian before the trip. Yes No
- b. Parents/guardians will review and complete the following forms, returning them to the school, before the trip takes place:

• Consent for Treatment of Student	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
• Student Travel Notice and Consent form	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
• The Parent/Legal Guardian Exclusion Waiver form (applies only to trips outside the continental US)	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

16. Route this form for approval. Follow the guidelines on the cover page of this form.

For Central Administration Use Only				
Signature	Title	Recommended:		Comments
		Yes	No	
Tom Gross	Advisor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Dan Stengel	Assistant Principal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
John Matczak	Principal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Assistant Superintendent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Superintendent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Board of Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: Achievement Gap Reduction (AGR) End of Semester Board Report

Date: February 13, 2024

Prepared by: Jake Konrath, Assistant Superintendent – Student and Instructional Services

Recommended action: Information only

x Presentation/Discussion

Discussion/Possible Action by Committee

Discussion/Possible Action by Board of Education

Presentation/Possible Action next meeting

Purpose: Administration will provide the Board with an update on the end of semester Achievement Gap Reduction (AGR) program currently in place at Grant, Jefferson, Longfellow, and Sheridan schools.

How does this relate to the Principles of Equity:

Recommendation: N/A

Background: In 2015, Wisconsin Acts 53 and 71 amended the Student Achievement Guarantee in Education (SAGE) program to create the Achievement Gap Reduction (AGR) program. Requirements of the AGR program include:

- A five-year AGR contract between the school and DPI
- Implementation of specified AGR strategy/strategies that schools must implement to achieve compliance
 - one-to-one tutoring provided by a licensed teacher
 - instructional coaching for teachers provided by a licensed teacher

- maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction
- Annually report to DPI:
 - class size and low-income student counts
 - description of strategies schools implemented
 - description of the strategies that the schools did not implement
 - end-of-year and financial report
- Report to the school board at the end of every semester:
 - implementation of required strategies
 - performance objectives
 - progress in closing the achievement gap

Attachments: Grant, Jefferson, Longfellow, and Sheridan Mid-Year AGR Reports

The attached school reports provide the necessary information required for end of semester reporting as outlined in the AGR contracts. A summarization of this required reporting data for each building is provided in the table below.

Grant	Grade Level	Reading	Mathematics	Strategies Used
	Kindergarten	Approaching Target	On-Target	Instructional Coaching
	First Grade	Approaching Target	On-Target	Instructional Coaching
	Second Grade	On-Target	On-Target	Instructional Coaching
	Third Grade	On-Target	On-Target	Instructional Coaching
Jefferson	Grade Level	Reading	Mathematics	Strategies Used
	Kindergarten	Approaching Target	On-Target	Instructional Coaching
	First Grade	On-Target	On-Target	Instructional Coaching
	Second Grade	On-Target	On-Target	Instructional Coaching
	Third Grade	Approaching Target	On-Target	Instructional Coaching
Longfellow	Grade Level	Reading	Mathematics	Strategies Used
	Kindergarten	On-Target	On-Target	Instructional Coaching
	First Grade	On-Target	On-Target	Instructional Coaching
	Second Grade	On-Target	On-Target	Instructional Coaching
	Third Grade	On-Target	On-Target	Instructional Coaching
Sheridan	Grade Level	Reading	Mathematics	Strategies Used
	Kindergarten	Approaching Target	On-Target	Instructional Coaching
	First Grade	Approaching Target	On-Target	Instructional Coaching
	Second Grade	On-Target	On-Target	Instructional Coaching
	Third Grade	On-Target	On-Target	Instructional Coaching

Summary Questions:

- **Who is affected?** Kindergarten through third grade students and staff at the AGR buildings - Grant, Jefferson, Longfellow, and Sheridan.
- **What is the cost and budget impact?** Costs associated with the implementation of the strategies are funded by the AGR dollars schools receive through the DPI.
- **How will this be implemented and what is the timing?** Each school is required to utilize one (or more) of the three required strategies (in addition to other district and building instructional strategies/plans) to support students in meeting the identified objectives. Board reports are required at the end of each semester during the five-year contract.
- **How will we assess if this is successful?** Obtainment of the stated performance objectives will be used to measure success.

Grant Elementary School
Mid-Year AGR Report 2023-2024

Gr	Subject	Growth Objective	Mid-Year Progress
K	Reading	By Spring of 2024 80% of all FAY (Full Academic Year) kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY kindergarten students will identify 26 letter sounds.	<p>Mid-Year Target: Identify 42 out of 52 upper and lower case letters, produce at least 21 out of 26 letter sounds</p> <p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 88.9% (48 of 54) of kindergarten students have met the mid-term goal of identifying 42 out of 52 upper and lower case letters. ● 61.1% (33 of 54) of kindergarten students have met the mid-term goal of 21 out of 26 letter sounds.
K	Math	By Spring of 2024 80% of FAY (Full Academic Year) KG students will be secure in the ability to add within 10 using number sentences.	<p>Mid-Year Target: 50% of students will be developing or secure in the ability to add within 10 using number sentences.</p> <p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 85.2% (46 of 54) of students are developing or secure in the ability to add within 10 using number sentences.
1	Reading	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR Reading and Early Literacy Assessment.	<p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 50% (26 of 52) of 1st grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment.
1	Math	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR math assessment.	<p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 81.6% (40 of 49) of 1st grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment.
2	Reading	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR reading and early literacy assessment.	<p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 75% (42 of 56) of 2nd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment.
2	Math	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or	<p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 66.7% (42 of 63) of 2nd grade students have met the goal of percentile rank of 40, 50

		higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR math assessment.	SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment.
3	Reading	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR reading and early literacy assessment.	Mid-Year Progress <ul style="list-style-type: none"> 72% (36 of 50) of 3rd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment.
3	Math	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR math assessment.	Mid-Year Progress <ul style="list-style-type: none"> 76.5% (39 of 51) of 3rd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment.

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

Reading

Through coaching we will aid in attaining the stated performance objective by meeting with individual or groups of teachers to discuss instructional practices that meet the identified needs of the students in their class, performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies, focus on our implementation of our balanced literacy workshop model, increase the number and access to one-to-one tutoring and intervention for our students, and implement current research and best practices to focus on foundational skills such as phonics and phonemic awareness. Through coaching we will continue to plan lessons and strategies with teams and individual teachers, modeling strategies and lessons, and completing coaching sessions with individual teachers and teams on an as needed basis. Collaboratively, data will be examined and reviewed to make all needed adjustments to classroom instruction and intervention groups to help ensure all students' needs are met. Through this work, we will continue to plan and guide teachers' implementation of various instructional strategies and resources to help the individual needs of students. We have and will continue to solidify our curriculum and instructional best practices as we continue to implement and collaborate on phonics and word study, reading mini lessons, and interactive read alouds, as well as exploring our next steps to continuously improve our readers workshop practices. This work will occur throughout the 2023-24 school year with various professional development opportunities, staff meetings, PLCs, and trainings. We will also continue to explore and implement one-to-one tutoring and interventions that best meet the needs of our students such as Rise, Rise Up, Reading Recovery, and other research based interventions and one-to-one tutoring opportunities.

Math

Through coaching we will aid in attaining the stated performance objective by meeting with individual and groups of teachers to discuss student data and instructional practices that meet the identified needs of the students in their class, performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies, and work to support staff in the implementation of or new Bridges curriculum and AVMR. Collaboratively data will be examined and reviewed to make all needed adjustments to classroom instruction and intervention groups to help ensure all students' needs are met. Through this work and coaching we will help with various instructional strategies to help the individual needs of students. We will continue to implement the AVMR training received by kindergarten and 1st grade teachers to better assess, analyze, and instruct our students. We continue to work on and solidify our implementation of the Bridges curriculum throughout the 2022-23 school year. This work will occur throughout the 2023-24 school year with various professional development opportunities, staff meetings, PLCs, and trainings.

Jefferson Elementary School
Mid-Year AGR Report 2023-2024

Grade	Subject	Growth Objective	Mid-Year Report
K	Reading	By Spring of 2024, 80% of all FAY (Full Academic Year) kindergarten students will identify 52 upper and lowercase letters, and 80% of all FAY kindergarten students will identify 26 lettersounds.	<p>Mid-Year Target: Identify 42 out of 52 upper and lower case letters, produce at least 21 out of 26 letter sounds</p> <p>Mid-Year Progress</p> <ul style="list-style-type: none"> • 83%, or 29 of 35 full academic year students, can identify 42 out of 52 upper and lower case letters. • 77%, or 27 of 35 full academic year students, can produce 21 out of 26 letter sounds.
K	Math	By Spring of 2024, 80% of FAY (Full Academic Year) KG students will be secure in adding within 10 using number sentences.	<p>Mid-Year Target: 50% of students will develop or secure in adding within 10 using number sentences.</p> <ul style="list-style-type: none"> • Progress on this goal is on target. The prerequisite skills are being taught.
1	Reading	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank (PR) of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score (SS) by the grade level growth expectations as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR Reading and Early Literacy Assessment.	<p>Mid-Year Progress</p> <ul style="list-style-type: none"> • 68%, or 23 out of 34 full academic year students, have scored at least a 40 percentile rank, 50 student growth percentile, or made grade level growth on their scaled score since the beginning of the school year.
1	Math	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR math assessment.	<p>Mid-Year Progress</p> <ul style="list-style-type: none"> • 71%, or 24 out of 34 full academic year students, have scored at least a 40 percentile rank, 50 student growth percentile, or made grade level growth on their scaled score since the beginning of the school year.
2	Reading	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR reading and early literacy assessment.	<p>Mid-Year Progress</p> <ul style="list-style-type: none"> • 66%, or 27 out of 41 full academic year students, have scored at least a 40 percentile rank, 50 student growth percentile, or made grade level growth on their scaled score since the beginning of the school year.

2	Math	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR math assessment.	Mid-Year Progress <ul style="list-style-type: none"> 73%, or 30 out of 41 full academic year students, have scored at least a 40 percentile rank, 50 student growth percentile, or made grade level growth on their scaled score since the beginning of the school year.
3	Reading	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR reading and early literacy assessment.	Mid-Year Progress <ul style="list-style-type: none"> 56%, or 22 out of 39 full academic year students, have scored at least a 40 percentile rank, 50 student growth percentile, or made grade level growth on their scaled score since the beginning of the school year.
3	Math	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR math assessment.	Mid-Year Progress <ul style="list-style-type: none"> 79%, or 31 out of 39 full academic year students, have scored at least a 40 percentile rank, 50 student growth percentile, or made grade level growth on their scaled score since the beginning of the school year.

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

Reading

The following strategies have been implemented to reduce the achievement gap when possible.

- Weekly PLC meetings with each grade level, led by the instructional coach, to discuss student progress and support instructional practices.
- Use phonics-based instructions as recommended by cognitive science.
- Meet with individual teachers or grade levels to discuss student progress and provide support as needed.
- Collaborate with other departments, such as ML, SPED, and Interventionist, to identify students needing additional academic support.
- RtI meetings are conducted every six weeks with teachers to analyze data and discuss best practices for tiered instruction.
- Data are reviewed bi-weekly with the data analysis team (DAT) to determine student progress and inform decisions for appropriate support.
- Provide continued opportunity and support to teachers in implementing our new ELA curriculum, which includes reading mini-lessons and interactive read-alouds.
- The instructional leadership team (ILT) meets monthly to plan and implement professional development and discuss resources and best practices to support core instruction.

Math

The following strategies are in place to help attain the stated performance objectives.

- Weekly PLC meetings with each grade level, led by the instructional coach, to discuss student progress and support instructional practices.
- Meet with individual teachers or grade levels to discuss student progress and provide support as needed.
- Collaborate with teachers and grade levels regarding best practices.
- Provide opportunities, such as our PLC, for grade levels to collaborate and share information regarding best practices for our adopted math curriculum, Bridges in Mathematics.
- The instructional leadership team (ILT) meets monthly to plan and implement professional development and discuss resources and best practices to support core instruction.
- Improving best practices through peer-to-peer observation.
- Data-driven instructional meetings are conducted every six weeks to analyze data and discuss best practices for core instruction.
- Analyze data weekly to monitor student progress and adjust tiered support as needed.
- Continue to use assessments, such as AVMR, to identify student needs and address appropriate support.

Longfellow Elementary School
Mid-Year AGR Report 2023-2024

Gr	Subject	Growth Objective	Mid-Year Progress
K	Reading	By Spring of 2023 80% of all FAY (Full Academic Year) kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY kindergarten students will identify 26 letter sounds.	<p>Mid-Year Target: Identify 42 out of 52 upper and lower case letters, produce at least 21 out of 26 letter sounds</p> <p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 96.4% (27 of 28) of kindergarten students have met the mid-term goal of identifying 42 out of 52 upper and lower case letters. ● 89.2% (25 of 28) of kindergarten students have met the mid-term goal of 21 out of 26 letter sounds.
K	Math	By Spring of 2023 80% of FAY (Full Academic Year) KG students will be secure in the ability to add within 10 using number sentences.	<p>Mid-Year Target: 50% of students will be developing or secure in the ability to add within 10 using number sentences.</p> <p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● Progress on this goal is on target. The prerequisite skills are being taught.
1	Reading	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR Reading and Early Literacy Assessment.	<p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 61% (25 of 41) of 1st grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment.
1	Math	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR math assessment.	<p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 75.6% (31 of 41) of 1st grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment.
2	Reading	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR reading and early literacy assessment.	<p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 68.7% (22 of 32) of 2nd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment.
2	Math	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by	<p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 65.6% (21 of 32) of 2nd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year

		the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR math assessment.	STAR assessment.
3	Reading	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR reading and early literacy assessment.	Mid-Year Progress <ul style="list-style-type: none"> 61.3% (27 of 44) of 3rd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment.
3	Math	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR math assessment.	Mid-Year Progress <ul style="list-style-type: none"> 88.6% (39 of 44) of 3rd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment.

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

Reading:

Longfellow Elementary began utilizing Wilson Foundations and Just Words reading curriculum four years ago as part of our core curriculum. Since then, our instructional coach and reading specialists have worked with our staff on building their capacity to teach explicit, systematic, structured phonics. Unit assessments provide information that allows teachers to reteach, review, and extend the concepts taught in the unit. Additionally, our instructional coach works collaboratively with our grade level teachers in a professional learning community (PLC). During this process, the instructional coach and the grade level teachers review STAR360 data and classroom based assessments to aid in planning and implementing instruction that is responsive to the needs and strengths of our students. Additionally, our reading interventions and our ELL staff assist in creating and working with small group instruction of reading. This process allows for staff to hone in on the missing skills that students might be missing in an intensive intervention.

Math

Longfellow Elementary is in its third year of implementation of Bridges math curriculum that was adopted by the District. After initial training and implementation, we are now focusing on fine-tuning our instruction. We are using some of the Bridges Intervention materials to help reinforce skills as needed. In addition, a CESA 7 representative will work with us in the building on two separate occasions to help in this process. The rep will meet with teachers in PLC's and also observe instruction and provide feedback and suggestions on planning and instructional strategies. Further, we have several teachers trained in AVMR which is used to assess students and move them forward through the math learning progressions. Additional teachers may be trained in AVMR within the next year.

Sheridan Elementary School
Mid-Year AGR Report 2023-2024

Gr	Subject	Growth Objective	Mid-Year Progress
K	Reading	By Spring of 2023 80% of all FAY (Full Academic Year) kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY kindergarten students will identify 26 letter sounds.	<p>Mid-Year Target: Identify 42 out of 52 upper and lower case letters, produce at least 21 out of 26 letter sounds</p> <p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 87% of all FAY kindergarten students are able to identify 42 of 52 upper and lower case letters. ● 78% of FAY kindergarten students are able to identify 21 out of 26 letter sounds.
K	Math	By Spring of 2023 80% of FAY (Full Academic Year) KG students will be secure in the ability to add within 10 using number sentences and manipulatives.	<p>Mid-Year Target: 50% of students will be developing or secure in the ability to add and within 10 using number sentences</p> <p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 87% of FAY kindergarten students are secure in the ability to add within 10 using number sentences and manipulatives.
1	Reading	60% of all FAY first grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR Reading and Early Literacy Assessment.	<p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 51% of all FAY 1st grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for mid-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR reading and Early Literacy Assessment.
1	Math	60% of all FAY first grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR math assessment.	<p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 74% of all FAY 1st grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for mid-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR Math English or Spanish assessment.
2	Reading	60% of all FAY second grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR reading and early literacy assessment.	<p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 79% of all FAY 2nd grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for mid-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR reading and Early Literacy Assessment.
2	Math	60% of all FAY second grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or	<p>Mid-Year Progress</p> <ul style="list-style-type: none"> ● 89% of all FAY 2nd grade students are at grade level proficiency or have made grade

		higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR math assessment.	level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for mid-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR Math English or Spanish assessment.
3	Reading	60% of all FAY third grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR reading and early literacy assessment.	Mid-Year Progress <ul style="list-style-type: none"> 80% of all FAY 3rd grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for mid-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR reading and Early Literacy Assessment.
3	Math	60% of all FAY third grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR math assessment.	Mid-Year Progress <ul style="list-style-type: none"> 93% of all FAY 3rd grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for mid-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2023-24 school year, as measured by the STAR Math English or Spanish assessment.

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

Reading

The instructional coach will aid in attaining the stated performance objectives by meeting weekly with each grade level and teacher groups to discuss student data and/or instructional practices that meet the identified needs of the students in their class through performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies focused on our implementation of our balanced literacy workshop model, increasing access to intervention and support for our students in both English and Spanish. The instructional coach will assist in the implementation of the Fountas and Pinnell Phonics and Word study program and Benchmark Taller Fónetica to focus on foundational skills in both English (grades K-5) and Spanish (grades 1-5). In kindergarten Spanish classrooms, teachers will implement the foundational reading skills for Spanish using the Estrellitas program. All K-3 classrooms are implementing the Heggerty Phonemic Awareness lessons in both English and Spanish. Reading data will be collected to inform instruction utilizing a variety of sources: F&P, Core Phonics, EDL2, WRAP español, and STAR CBMs. The instructional coach will continue to plan lessons and strategies with teams and individual teachers, modeling strategies and lessons, and completing coaching cycles with individual teachers and teams as needed. The Instructional Leadership Team has chosen to focus on differentiating the universal curriculum, ensuring guided reading lessons are highly structured and organized to support student learning. In accordance with Sheridan's Long Range Plan, grade level teams collaborate in PLCs around strategies and lesson plan components to support their guided reading groups and best practices to support multilingual learners. Moving forward, grade level teams are focusing on their Tier 1 instructional strategies, collaboratively refining those strategies, and discussing how to best meet their students' needs in their guided reading groups. Collaboratively, data will also be examined and reviewed to make needed adjustments to classroom instruction and intervention groups. We have and will continue to refine and enhance our curriculum and instructional best practices as we implement and collaborate on Heggerty, phonics and word study, reading mini lessons, and interactive read alouds. Staff will also utilize Lexia in English and iStation in Spanish to monitor student skills and adapt their instruction to meet the needs of their students. Several of Sheridan teachers attended the Shifting the Balance workshops on aligning our reading instruction with Science of Reading researched best practices. This information has been brought back and shared out during PLC work time with classroom teachers. This work will continue throughout the 2023-24 school year, supported by various professional development opportunities. We will also continue to explore and implement RTI interventions that best meet the needs of our students.

Math

The instructional coach will aid in attaining the stated performance objective by meeting weekly with each grade level and teacher groups to discuss student data and/or instructional practices that meet the identified needs of the students in their class through performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies. The instructional coach will support staff in the implementation of Bridges Number Corner and Bridges math curriculum.

Collaboratively, data will be examined and reviewed to make needed adjustments to classroom instruction and intervention groups to ensure student needs are met. Second and fourth grade teachers are currently piloting a math fact fluency program called "Reflex". Through this work and coaching we will help with various instructional strategies to help the individual needs of students. Our staff will support each other in the continued use of AVMR, implementation of Bridges Number Corner and the Bridges math curriculum. In accordance with Sheridan's Long Range Plan, collaborative data will be examined and reviewed to make needed adjustments to classroom instruction and intervention groups to ensure student needs are met. The AVMR assessments will be utilized in diagnosing student needs when universal Tier 1 supports are not meeting all student needs. As staffing allows, Tier 2 and tier 3 math intervention will be provided using research based math interventions that are selected based on results from AVMR assessments. We will continue to implement the AVMR training received by teachers to better assess, analyze, and instruct our students. We continue to work on and solidify our implementation of the Bridges curriculum throughout the 2023-24 school year.



SHEBOYGAN AREA
— SCHOOL DISTRICT —

Second Friday Enrollment Report 2023-2024

Sheboygan Area School District

DEFINITIONS

Second Thursday/Friday Enrollment Count

All students attending the Sheboygan Area School District on Thursday, January 11, 2024, or students attending before and after January 11, 2024.

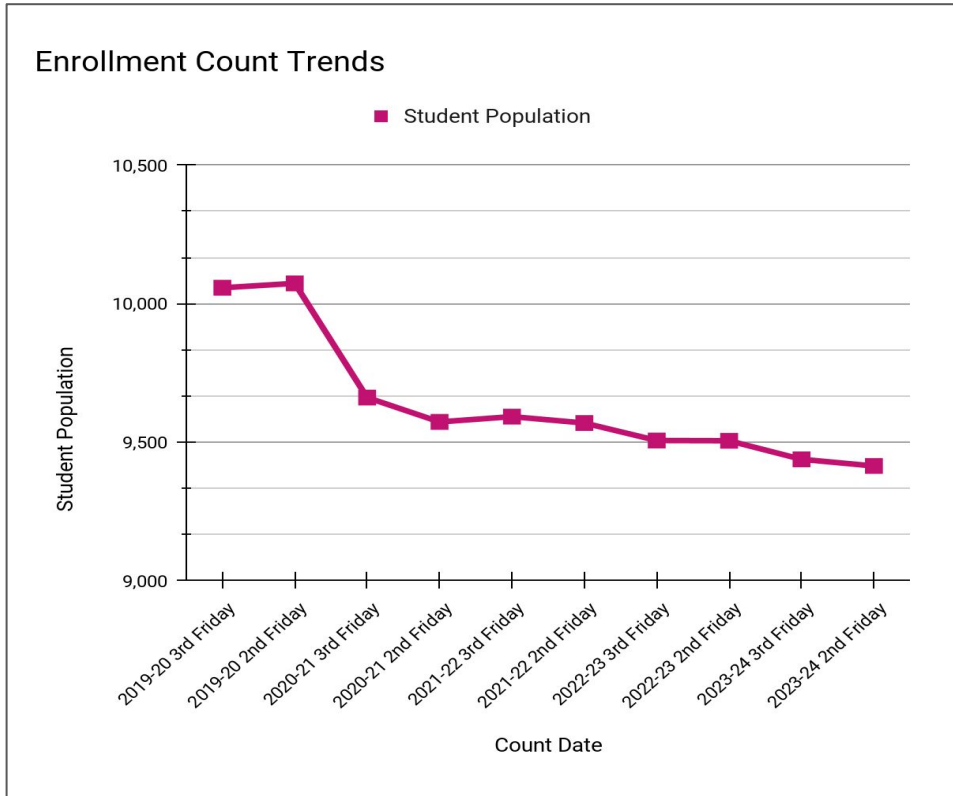
Total Full-Time Equivalency (FTE)

A calculation that the Department of Public Instruction (DPI) and the Sheboygan Area School District use to calculate student aid distribution.



ENROLLMENT COUNT TRENDS

Count Date	Student Population
2019-20 3rd Friday	10,057
2019-20 2nd Friday	10,073
2020-21 3rd Friday	9,661
2020-21 2nd Friday	9,573
2021-22 3rd Friday	9,592
2021-22 2nd Friday	9,569
2022-23 3rd Friday	9,506
2022-23 2nd Friday	9,505
2023-24 3rd Friday	9,438
2023-24 2nd Friday	9,414



LOCAL DISTRICT ENROLLMENT TRENDS

Local Public School Districts	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change Over 5 years
Cedar Grove-Belgium	986	958	916	916	910	-7.71%
Elkhart Lake-Glenbeulah	439	458	456	459	480	9.34%
Howards Grove	907	906	922	904	925	1.98%
Kohler	703	738	705	713	714	1.56%
Oostburg	995	1,015	1,024	1,003	1,006	1.11%
Plymouth	2,179	2,172	2,072	2,118	2,110	-3.17%
Random Lake	741	742	726	699	687	-7.29%
Sheboygan Falls	1,688	1,616	1,582	1,626	1,581	-6.34%
Manitowoc	4,961	4,987	4,760	4,762	4,726	-4.74%
Sheboygan	10,153	10,057	9,661	9,592	9,506	-6.37%
Total	23,752	23,649	22,824	22,792	22,645	-4.66%

*Data retrieved from WISEdash (<https://wisedash.dpi.wi.gov/Dashboard/dashboard/18110>).
2022-2023 data currently unavailable.



LARGE DISTRICT ENROLLMENT TRENDS

Large Public School Districts	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change Over 5 years
Green Bay	20,391	20,248	19,171	19,166	18,922	-7.20%
Racine	17,862	17,529	16,254	16,516	16,182	-9.41%
Appleton	16,291	16,081	15,745	15,217	15,270	-6.27%
Waukesha	12,739	12,523	12,344	12,080	11,855	-6.94%
Eau Claire	11,355	11,556	11,008	10,973	10,871	-4.26%
Janesville	10,069	9,899	9,574	9,552	9,537	-5.28%
Sheboygan	10,153	10,057	9,661	9,592	9,438	-7.04%
Oshkosh	9,911	9,747	9,191	9,203	9,149	-7.69%
Sun Prairie	8,521	8,475	8,366	8,381	8,350	-2.01%
Wausau	8,311	8,149	7,786	7,989	7,899	-4.96%
West Allis - West MKE	8,240	8,020	7,418	7,347	7,095	-13.90%
Fond du Lac	7,100	7,050	6,678	6,630	6,603	-7.00%
Manitowoc	4,961	4,987	4,760	4,762	4,726	-4.74%

*Data retrieved from WISEdash (<https://wisedash.dpi.wi.gov/Dashboard/dashboard/18110>).
2022-2023 data currently unavailable.



SHEBOYGAN COUNTY POPULATION

	County Population	Under 5 yrs of Age Total	Under 5 yrs of Age Percent	Under 18 yrs of Age Total	Under 18 yrs of Age Percent
2020 Census	118,034	6,365	5.50%	27,981	24.30%
2010 Census	115,520	7,162	6.20%	30,613	26.50%

*Data source (https://data.census.gov/cedsci/table?q=0200000US2_0500000US55117&tid=ACSS15Y2010.S0101).



DISTRICT ENROLLMENT: 2nd FRIDAY 2024

2023-2024																2nd Fri	3rd Fri	Diff.
Public Schools	3 yr	4KG	5KG	1	2	3	4	5	6	7	8	9	10	11	12	2024	2023	
																Total	Total	
North High												352	380	359	381	1472	1502	-30
South High												281	279	269	283	1112	1127	-15
Central HS												23	42	57	71	193	181	12
Etude HS												23	20	25	16	84	87	-3
G Warriner HS												27	30	29	36	122	129	-7
Farnsworth Md									144	154	150					448	463	-15
Horace Mann									203	195	197					595	599	-4
Urban Md									193	190	174					557	560	-3
Etude MS									24	33	26					83	86	-3
G Warriner MS									13	13	28					54	51	3
ELC	93	499														592	562	30
Cleveland		15	13	16	17	25	20	13								119	118	1
Cooper			39	49	50	54	45	47								284	282	2
Grant			54	53	63	53	61	59								343	344	-1
Etude El			30	33	23	33	42	24								185	187	-2
Jackson			48	47	58	54	47	48								302	308	-6
Jefferson			34	33	40	39	48	50								244	241	3
Lake Country		37	46	49	45	50	39	44	49	49	45					453	457	-4
Lincoln Erdman		42	62	71	57	59	48	62								401	402	-1
Longfellow			29	40	33	45	41	42								230	224	6
Madison			49	52	63	63	55	59								341	339	2
Pigeon River			34	46	45	36	34	49								244	244	0
Sheb Leadership		16	26	26	18	25	18	22	22	26	13					212	214	-2
Sheridan			57	46	50	43	40	40								276	262	14
Wilson			78	73	74	90	69	84								468	469	-1
Total	93	609	599	634	636	669	607	643	648	660	633	706	751	739	787	9414	9438	-24





Questions

Contact Jacob Konrath

Assistant Superintendent - Student and Instructional Services

Book	Policy Manual
Section	2000 Program
Title	DISTRICT-SPONSORED TRIPS
Code	po2340*pdw
Status	First Reading
Adopted	October 22, 2013
Last Revised	August 2, 2022

2340 - **DISTRICT-SPONSORED TRIPS**

The Board recognizes the value of organized trips or other excursions away from the classroom as a valuable part of the District's educational programming and a valuable opportunity to obtain additional educational experiences not offered directly in the curriculum offerings. These opportunities occur in four (4) primary forms addressed in this policy: (a) field trips; (b) extra-curricular/co-curricular program-related trips; (c) overnight trips; and (d) other District-sponsored trips.

Field Trips

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. For purposes of this policy, a field trip shall be defined as any planned journey by one (1) or more students away from District premises, which is under the supervision of a professional staff member, approved by Administration and furthers or supplements an integral part of a course of study as planned for and incorporated into that course of study by the teacher. Properly planned and executed field trips should:

- A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
- B. arouse new interests among students;
- C. help students relate school experiences to the reality of the world outside of school;
- D. bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;
- E. afford students the opportunity to study real things and real processes in their actual environment.

Field trips that involve Regional/National Competition or International Travel must be approved by the Board of Education before the field trips take place.

Extended Travel Field Trips must be included in Board Connections before the field trip takes place. Field trips that meet any of the following criteria are considered Extended Travel:

- A. Is over 300 miles round trip
- B. Includes overnight travel and/or lodging
- C. Is more than twenty-four (24) hours in length

The Extended Travel, Regional/National Competition, and/or International Field Trip Pre-Approval Form 2340G F1 must be used when submitting field trips to the Board of Education.

All other field trips must be submitted to the building principal at least ten (10) days before the field trip takes place.

Extra-Curricular/Co-Curricular Trips

The Board recognizes that student trips will occur for reasons that are not directly incorporated into the curriculum as part of a class, but rather are part of the extra-curricular/co-curricular activities offered by the District. For example, a District athletic team may travel to away games, or take a trip to an out-of-town tournament. Any such trips must be identified at the beginning of the activity for the school year, or for the particular season. Extra-curricular or co-curricular trips shall be approved by the athletic director in accordance with the same procedures used for approving field trips. In cases where such advance notice is not possible (such as travel to State tournament competition), the staff member responsible for such activity shall notify the athletic director of the activity and pertinent information.

Overnight Travel

Overnight travel is defined as a field trip that involves one or more overnight stays. Overnight travel includes foreign travel. The District views overnight travel outside of the District related to the curriculum/program as an adjunct to that curriculum/program. As such it is an important feature of the overall educational program. The District recognizes the importance of overnight travel outside of the District to amplify and enhance studies that occur in the schools' classrooms through unique enrichment opportunities that are not available locally. Overnight travel shall first be approved by the Principal in accordance with the District's overnight travel guidelines, () and then must be submitted to the Board for final approval.

Other District-Sponsored Trips

Other District-sponsored trips shall be defined as any planned, student-travel activity which is approved as part of the District's total educational program, but not a part of a particular course and not expressly connected to an established extra-curricular/co-curricular activity. These trips may include such trips as summer trip programs, youth service trips, and other types of day trips that are organized by or through school staff or facilitated in some fashion through the District.

Trip Approval Process

No staff member may offer or lead any trip as a District-sponsored trip no matter the type unless the trip has been approved in the manner prescribed in this policy.

Any staff member may propose a trip by presenting details of the proposed trip to the principal.

Proposals shall include the details of the trip, the cost of the trip, identify any third party entities that will be involved in the trip, identify the curriculum-based purpose of the trip, identify what students will be eligible to participate, and any other pertinent information. If overnight, the proposal must describe how accommodations will be provided and how such arrangements will be properly supervised.

General Trip Provisions

Students may be charged fees for District-sponsored trips.

Students on all District-sponsored trips remain under the supervision of this Board and are subject to the District's administrative guidelines.

The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the District who takes students on trips not approved by the Board or District Administrator. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District without permission from the District Administrator. Permission to solicit neither grants nor implies approval of the trip. Such approval must be obtained in accordance with the District's Administrative Guidelines for Extended Trips.

The District Administrator shall prepare administrative guidelines for the operation of both field and other District-sponsored trips, including athletic trips, which shall ensure:

- A. the safety and well-being of students;
- B. parental permission is sought and obtained before any student leaves the District on a trip;
- C. each trip is properly planned, and if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;
- D. the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;

E. each trip is properly monitored;

F. student behavior while on all field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip.

A professional staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in the staff member's charge is imperiled or where changes or substitutions beyond their control have frustrated the purpose of the trip.

In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.

Trips Not Sponsored by the District

No staff member, volunteer, coach, or other individual acting in some capacity for the District may solicit students of this District to participate in any trip not sponsored by the District unless that staff individual has received approval of the principal to promote such trips within the facilities or on the school grounds. This includes summer trips abroad or other trips offered through a third-party organizer in which a staff member, volunteer, coach, or other individual acting in some capacity for the District is participating, as well as athletic activities outside the District's athletic program.

If approval is granted to solicit students to participate, that individual must clearly communicate to parents that the trip is not District-sponsored and that that individual is not participating within the staff individual's role representing the District. Coordination and/or participation in such a program shall be consistent with Policy 3210 - Staff Ethics/Policy 4210 - Support Staff Ethics.

Revised 8/27/13
Revised 10/29/19
Revised 12/10/19
T.C. 8/2/22

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121.54(7), Wis. Stats.

Book	Policy Manual
Section	2000 Program
Title	PROGRAM OR CURRICULUM MODIFICATIONS
Code	po2451*pdw
Status	First Reading
Adopted	October 22, 2013
Last Revised	December 10, 2019

2451 - **PROGRAM OR CURRICULUM MODIFICATIONS**

The Board recognizes that the regular school program may not be appropriate for all students. Some students may need program or curriculum modifications to successfully meet the District's academic goals and/or graduation requirements. (See Policy 5461 - Children At-Risk of Not Graduating from High School)

Any student's parent, or the student if the parent is notified, may submit a written request to the Board, to provide the student with program or curriculum modifications, including, but not limited to:

- A. modifications within the student's current academic program;
- B. a school work training or work-study program;
- C. enrollment in an alternative public school or program located in the School District in which the student resides;
- D. enrollment in any nonsectarian private school or program, or tribal school, located in the School District in which the student resides, which complies with the requirements of State and Federal law;
- E. homebound study, including nonsectarian correspondence courses or other courses of study approved by the Board or nonsectarian tutoring provided by the school in which the child is enrolled;
- F. enrollment in any public educational program located outside the School District in which the student resides, pursuant to a contractual agreement between school districts.

The **written request shall be provided to the building principal who will provide it to the** Board or an administrator who is designated to ~~do so, must~~ **handle such requests. The Board or appropriate staff member shall** render ~~its~~ decision, in writing, within (90) ninety days of a request, except that if the request relates to a student who has been evaluated by an Individualized Education Program team and has not been recommended for special education, the decision must be made within (30) thirty days of the request. If the request is denied, the reasons for the denial must be included. A parent may request reconsideration of any decision made by the Board or the designated administrator in response to a request for program or curriculum modifications and such request must be reviewed by the Board. The Board is required to render its determination upon review in writing.

Annually, the District shall notify students and parents of the provisions of this policy. Inclusion of such notification in the student handbook shall satisfy this requirement.

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Revised 10/29/19

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Legal 118.15, Wis. Stats.

Book	Policy Manual
Section	2000 Program
Title	SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT
Code	po2521*pdw
Status	First Reading
Adopted	October 22, 2013

2521 - **SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT**

The Board of Education shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school.

For purposes of this policy, the term "instructional materials" is defined as supplemental books, readings, activities, online resources, and media distributed by a classroom teacher to students for the purpose of teaching the course content in accordance with the Board-approved course of study (see Policy 2220 - Adoption of Courses of Study). Textbooks, as defined in Policy 2510 - Adoption of Textbooks, are not included in this definition or policy. Learning assessment materials designed or selected by the teacher, such as quizzes, tests, exams, worksheets, lesson plans, homework assignments, and the like, are not selected by the Board and therefore not considered instructional materials for purposes of this policy.

The term "instructional equipment" is defined as tools and apparatus used by a classroom teacher for the purpose of conveying the course content or by a student for the purpose of learning the course content. Examples of instructional equipment include, but are not limited to, computing devices, projectors, screens, smartboards, chalkboards/whiteboards, televisions, DVD/video players, overhead projectors, calculators, maps, microscopes, scientific laboratory items, balls, physical activity equipment, musical equipment, career and technical education tools and appliances, art apparatus such as kilns and easels, and the like. Expendable supplies with an expected lifespan of a school year or less, and purchased with a corresponding WUFAR accounting code in accordance with DPI regulations, are not considered instructional equipment.

Any concerns by the public regarding instructional materials and equipment shall be reviewed in accordance with Policy 9130 - Public Requests, Suggestions, or Complaints.

The District does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to, age, sex, (including gender status, change of sex or gender identity), race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional, or learning disability in its selection of instructional materials and equipment.

The District Administrator shall develop administrative guidelines for the selection and maintenance of all ~~educational and~~ instructional materials and equipment.

The District Administrator ~~In addition s/he~~ shall periodically, provide for a systematic review, by the Board, of the District's ~~instructional educational materials and equipment resources~~ in order to ensure that they are appropriate for the current educational program. Any revisions that occur should be a result of the school-improvement process.

Students shall be held responsible for the cost of replacing any materials or properties which are lost or damaged through their negligence.

The cost ~~Cost~~ of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in shop ~~and art~~ activities where the product becomes the property of the student.

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Legal 20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974
29 U.S.C. Section 794, Rehabilitation Act of 1973

42 U.S.C. Section 12101 et seq., The Americans with Disabilities Act of 1990

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

118.13, 120.13(5), 121.02(1)(h) Wis. Stats.

P.I. 9, 41, Wis. Adm. Code

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendments Act

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

Book	Policy Manual
Section	5000 Students
Title	MISSING AND ABSENT CHILDREN
Code	po5215*pdw
Status	First Reading
Adopted	October 22, 2013
Last Revised	December 13, 2022

5215 - MISSING AND ABSENT CHILDREN

It is the intent of this Board of Education to cooperate with local, State, and National efforts to decrease the number of missing children. For the purposes of this policy, the following definitions apply:

"Absent child" means a child that left the child's parents or approved placement through social services and whose whereabouts are known, but who refuses to return. This involves children who are runaways, but not known to be missing.

"Missing child" means a child whose whereabouts are unknown, which may include abducted children who have been abducted by a non-custodial parent, a victim of human trafficking, or another unknown circumstance.

The District Administrator and/or Principals shall permit during the school day the entrance into the school of a student lacking records or identification as a student and shall allow assure that the child to remain remain in the building office area until law enforcement or social services is notified and takes custody of the child. Such a procedure reduces the risk of removal of a missing or absent child from the area before intervention by law enforcement or social services.

Procedures in this policy are to be implemented in coordination with Policy 5111.01 - Homeless Students.

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Book	Policy Manual
Section	5000 Students
Title	ACADEMIC HONESTY
Code	po5505*pdw
Status	First Reading

5505 – ACADEMIC HONESTY

The Board values honesty and expects integrity in the District’s students. Violating academic honesty erodes the trust between teachers and students as well as compromises the academic standing of other students. So that each student is judged solely on their own merits, the Board prohibits any student from presenting someone else’s work as their own, using artificial intelligence platforms in place of one’s own work, providing unauthorized assistance to another student, and cheating in all its forms.

All school work submitted for the purpose of meeting course requirements must be the individual student’s original work. It is prohibited for any student to unfairly advance their own academic performance or that of any other student. Likewise, no student may intentionally limit or impede the academic performance or intellectual pursuits of other students.

Academic dishonesty includes, but is not limited to:

- A. plagiarism (of ideas, work, research, speech, art, music, etc.);
- B. forgery of another’s work;
- C. presenting the results from an artificial intelligence platform as one’s own () (See Policy 7540.08 - Artificial Intelligence (AI));
- D. downloading or copying information from other sources and presenting it as one’s own;
- E. using language translation work of someone else when the expectation is doing one’s own translation;
- F. copying another person’s work;
- G. allowing another person to copy one’s own work;
- H. stealing another person’s work;
- I. doing another person’s work for them;
- J. distributing copies of one’s work for use by others;
- K. distributing copies of someone else’s work for use by others;
- L. intentionally accessing another’s work for the purpose of presenting it as one’s own;
- M. distributing or receiving answers to assignments, quizzes, tests, assessments, etc.
- N. distributing or receiving questions from quizzes, tests, assessments, etc.

Faculty and Administration have the responsibility for monitoring students’ work for compliance with this policy.

All teachers, beginning in the elementary grades, will educate students as to what constitutes academic dishonesty and what is acceptable and unacceptable behavior in District schools regarding academic integrity.

Students who violate this policy are subject to disciplinary consequences.

Teachers are authorized, in consultation with their Principal, to apply appropriate consequences for violations of this policy. Disciplinary consequences for significant violations may include removal from the class with a failing grade, removal from student leadership positions, elimination of honors recognition, loss of membership in honor organizations, as well as other disciplinary consequences appropriate to the nature of the violation.

Parents shall be contacted as soon as practicable to report any alleged acts of academic dishonesty by their child.

Repeated violations of this policy at the high school level will result in additional disciplinary consequences, up to and including suspension and expulsion.

Student and/or parent appeals of disciplinary consequences resulting from violation of this policy may be made within five (5) business days to the Principal whose decision shall be final. If the Principal was the staff member responsible for the disciplinary consequence being appealed, then student and/or parent appeals should be directed within five (5) business days to the District Administrator whose decision shall be final.

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118.01, 118.164, 120.12, Wis. Stats.

Book	Policy Manual
Section	5000 Students
Title	STUDENT USE OR POSSESSION OF INTOXICANTS, DRUGS, OR PARAPHERNALIA
Code	po5530*pdw
Status	First Reading
Adopted	October 22, 2013
Last Revised	December 11, 2018

5530 - ~~DRUG PREVENTION~~ **STUDENT USE OR POSSESSION OF INTOXICANTS, DRUGS, OR PARAPHERNALIA**

The Board recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community.

As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive, means.

For purposes of this policy, "drugs" shall mean:

- A. all dangerous controlled substances as so designated and prohibited by Wisconsin statute;
- B. **all derivatives of hemp, except CBD products permitted by the school (see Policy 5330 - Administration of Medication/Emergency Care);**

This includes Delta-8-THC, Delta-9-THC, Delta-10-THC, Delta-11-THC, THC-0, and all other forms that cause psychosis; in all forms of delivery (i.e., inhalation, ingestion, injection, etc.).
- C. all chemicals which release toxic vapors;
- D. all alcoholic beverages;
- E. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- F. "look-alikes";
- G. anabolic steroids;
- H. any other illegal substance so designated and prohibited by law.

The Board prohibits the use, possession, concealment, or distribution of any drug and any drug-paraphernalia at any time on District property or at any District-related event.

The District Administrator shall prepare guidelines for the identification, amelioration, and regulation of drug use in the schools, including education, prevention, and standards of conduct. Education shall be intended to develop awareness of: drug abuse, including prescription drug abuse, and prevention; the relationship between highway safety and the use of alcohol and controlled substances, including prescription drugs; and the relationship between youth suicide and the use of alcohol and controlled substances, including prescription drugs.

Revised 10/24/17

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118.01(2)(d), Wis. Stats.

118.24(2)(f), Wis. Stats.

118.257, Wis. Stats.

125.09(2), Wis. Stats.

Drug-Free Schools and Communities Act of 1986 as amended

20 U.S.C. 3171 et seq., 3224A

Book	Policy Manual
Section	7000 Property
Title	ARTIFICIAL INTELLIGENCE (AI)
Code	po7540.08*pdw
Status	First Reading

7540.08 - ARTIFICIAL INTELLIGENCE (AI)

The Board recognizes the positive impact that artificial intelligence (AI) technology may have in the District’s educational program and operations. The District Administrator is authorized to support the use of artificial intelligence technology when its use is consistent with the District’s mission, goals, and operational integrity.

Any use of artificial intelligence technology in the District’s educational program or operations must be in accordance with State and Federal law as well as Board policies.

Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion. Staff may be disciplined for violations, up to and including suspension or termination of employment. The Administration will refer any illegal acts to law enforcement.

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Book	Policy Manual
Section	8000 Operations
Title	SCHOOL SAFETY
Code	po8420*pdw
Status	First Reading
Adopted	October 22, 2013
Last Revised	November 12, 2021

8420 - **SCHOOL SAFETY EMERGENCY PREPAREDNESS**

The Board of Education recognizes that its responsibility for the safety of students extends to its reaction to possible natural and man-made disasters and that such emergencies are best met by preparedness, and planning, and training as determined by the District Administrator consistent with the Board approved school safety plan.

~~The Board authorizes a system of emergency preparedness which shall require that:~~

- ~~A. fire drills are conducted at least once each month; tornado drills are conducted at least twice annually and school safety incident action plan drills are conducted at least twice annually;~~
- ~~B. the health and safety of students and staff are safeguarded;~~
- ~~C. the time necessary for instructional purposes is not unduly diverted;~~
- ~~D. minimum disruption to the educational program occurs;~~
- ~~E. students are helped to learn self-reliance and trained to respond sensibly to emergency situations.~~

~~All threats to the safety of District facilities shall be identified by appropriate personnel and responded to promptly in accordance with the plan for emergency preparedness.~~

~~Each school's emergency preparedness plan shall be reviewed by the Board at least once every three (3) years following initial adoption.~~

~~The District Administrator shall develop guidelines for the handling of all emergency evacuations.~~

Each school shall develop a school safety plan in accordance with State requirements, and each school's safety plan shall be reviewed and approved every three (3) years by the Board. The plan contains guidelines and procedures to address school violence and attacks, threats of school violence and attacks, bomb threats, fire, weather-related emergencies, intruders, parent-student reunification, and threats to non-classroom events, including recess, concerts and other performances, athletic events, and any other extra-curricular activity or event. The plan shall contemplate the use of tools to mitigate threats of school violence, including video surveillance, school resource officers, metal detectors, and other such preventative safety measures in addition to responsive measures.

The school safety plan shall include the manner of scheduling, conducting, and reviewing required drills, including fire drills, tornado or other hazard drills, school safety incident drills, and school violence drills. Each school safety plan shall specify for each type of required drill how many and how frequently they will be conducted for each building in compliance with State law requirements for the performance of such drills. The plan shall designate the responsible administrator for each building for assuring that required drills are completed, reviewed, and reported as required by law. Records of drills and related reports shall be maintained for a period of not less than seven (7) years, consistent with Board Policy 8310 - Public Records.

The Board must submit the following to the Wisconsin Office for School Safety prior to January 1st of each year:

- A. A copy of its school safety plan.
- B. The date(s) of the required annual school violence event drill or drills conducted in accordance with each building's school safety plan during the previous year.
- C. Certification that the Board reviewed a required written evaluation of the drill or drills.
- D. The date of the most recent school training on school safety and the number of attendees.
- E. The most recent date the Board reviewed and approved the school safety plan.
- F. The most recent date the Board consulted with a local law enforcement agency to conduct on-site safety assessments.

School administrators and staff are mandatory reporters of suspected child abuse and neglect pursuant to 48.981 (2)(a), Wis. Stats. The Board also requires all employees to receive training regarding mandatory reporting of school violence threats pursuant to 175.32(2) and (3), Wis. Stats. If the threat constitutes a serious and imminent threat to the health or safety of a student or school employees or the public, it shall be reported to law enforcement. A good faith standard exists for reporting threats made by an individual seen in the course of professional duties. These obligations and procedures are covered by Board Policy 8462 - Child Abuse and Neglect, as well as Policy 8462.01 - Threats of Violence. All threats to the safety of District facilities shall be identified by appropriate personnel and responded to promptly in accordance with the school safety plan.

The District Administrator shall develop guidelines for the handling of all emergency evacuations. A crisis procedure checklist includes at least the following:

- A. Assess life/safety issues immediately.
- B. Provide immediate emergency medical care.
- C. Call 911 and notify police/rescue first. Call the District Administrator second.
- D. Convene the crisis team to assess the situation and implement the crisis response procedures.
- E. Evaluate available and needed resources.
- F. Alert school staff to the situation.
- G. Activate the crisis communication procedure and system of verification.
- H. Secure all areas.
- I. Implement evaluation and other procedures to protect students and staff from harm. Avoid dismissing students to unknown care.
- J. Adjust the bell schedule to ensure safety during the crisis.
- K. Alert persons in charge of various information systems to prevent confusion and misinformation. Notify parents.
- L. Contact appropriate community agencies and the District's public information office, if appropriate.
- M. Implement post-crisis procedures.

In response to public records requests for school safety documents, after consultation with the District legal counsel and local law enforcement authorities, the District Administrator shall redact such information that may be sensitive safety or security information that is in the public's interest to remain confidential.

Revised 5/27/14

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Legal

118.07, 121.02(1)(i), 175.32(2), (3), 48.981(2)(a), Wis. Stats.