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2020-21 Annual Progress Report

In the 2020-21 Annual Progress Report, we are proud to highlight some of the work and outcomes of the Green Bay Area Public School District (GBAPS) for the 2020-21 school year, in order to fulfill our mission to educate all students to be college, career, and community ready, inspired to succeed in our diverse world.

A single report is unable to capture all the dedication and effort that the 3,700+ staff members in our District put forth every day to serve our 19,000+ students and their families at each of the 42 schools in the District.

If you have questions or need additional information about the work captured in this report, please reach out to the specific department. Contact information for current department staff can be found on our website at https://gbaps.org/our_district/departments.

In addition, please visit the following pages to learn more about our talented staff and students and stay up to date on ongoing work within our District.

- District Achievements
  https://www.gbaps.org/why_choose_gbaps/district_achievements
- Faces of GBAPS
  https://www.gbaps.org/why_choose_gbaps/faces_of_g_b_a_p_s
- Education Connection
  https://www.gbaps.org/our_district/education_connection

We are proud of our staff, families, and community members who help us move forward to continue serving our students!

Stephen Murley
Superintendent of Schools & Learning

Vicki Bayer
Deputy Superintendent
District Demographics

GBAPS student demographics for 2020-21 school year.

It is the policy of the Green Bay Area Public Schools to be nondiscriminatory on the basis of sex; race; religion; national origin; ancestry; creed; pregnancy; marital or parental status; sexual orientation; or physical, mental emotional, or learning disability in their education programs and activities and also employment practices. Direct inquiries to Equity Office, Green Bay Area Public Schools, P.O. Box 23387, Green Bay, WI 54304, 920-272-7611.

Mission Statement and Strategic Priorities

Mission Statement

We educate all students to be college, career and community ready, inspired to succeed in our diverse world.

Strategic Priorities

Academic Excellence

We will provide comprehensive, relevant and rigorous high-quality and innovative experiences and environments that inspire and engage learners.

Personalized Pathways

We will create a dynamic variety of rigorous and relevant pathways to college, career and community readiness that respond to each student’s needs and encourages their unique talents.

Engagement

We will build meaningful connections that provide caring and supportive environments with and among students, families, staff and community.

Thriving Workforce

We will create a culture of learning where ALL employees set high standards and are engaged and invested in student success.
Our Schools

The Green Bay Area Public School District is the fourth largest public school district in the state of Wisconsin with more than 19,000 students. Our 42 schools offer many wonderful pathways to engage students and equip them with the skills to succeed in our diverse world.

Learn more about our schools by clicking on their names and visiting their websites or take a look at Our Schools at a Glance booklet (also available in Spanish).

Early Learning

Head Start

OAK Learning Center

K-8 Schools

Aldo Leopold Community School

Red Smith School

Leonardo da Vinci School for Gifted Learners

Charter Schools

Northeast Wisconsin School of Innovation

John Dewey Academy of Learning

Alternative School

Dr. Rosa Minoka-Hill School

Online Schools

GBAPS Online School 4K-5

JDAL Online (Note: JDAL Online is part of the John Dewey Academy of Learning)

Elementary Schools

Baird Elementary School

King Elementary Children's Center for Engineering

Beaumont Elementary School

Langlade Elementary School

Chappell Elementary School

Lincoln Elementary School

Danz Elementary School

MacArthur Elementary School

Doty Elementary School

Martin Elementary School

Eisenhower Elementary School

McAuliffe Elementary School

Elmore Elementary School

Nicolet Elementary School

Fort Howard Elementary School

Sullivan Elementary School

Howe Elementary School

Tank Elementary School

Jackson Elementary School

Webster Elementary Children's Center for Integrated Arts

Kennedy Elementary School

Wegiock Elementary School

Wilder Elementary School
Middle Schools

Edison Middle School
Franklin Middle School

High Schools

East High School
Preble High School

Lombardi Middle School
Washington Middle School

Southwest High School
West High School

Equity
Engagement
Excellence
Programs, Support, and Services

Special Education

The mission of the GBAPS Special Education Department is to increase academic achievement for all students with disabilities within the District to ensure college, career and community readiness for all.

Our goals are:
- To write Individualized Education Programs (IEPs) using best practice strategies
- To deliver high quality instruction and interventions so as to close achievement gaps
- To increase student engagement by decreasing time away from instruction
- To provide all children with what they need, when they need it, in order to ensure that they are college, career and community ready.

Enrollment of Students with Disabilities

The following graph outlines the number of students with disabilities in our schools as of the annual October 1st count. The percentage of students with disabilities in the district has stayed fairly flat with our percentage of students with disabilities ranging between 14% and 15%.
Total Students with Disabilities Population (October Count Compared to Spring Count by Year)

Students by Disability Area
The following charts are the actual number of students with disabilities in our district by disability category. We have seen a decrease in students with emotional behavioral disorders (EBD) and learning disabilities (LD), but an increase in autism (A) and significant developmental delays (SDD). Both of those increases have resulted in additional 1:1 paraprofessional staffing needs.

<table>
<thead>
<tr>
<th>Disability Category</th>
<th>October 1 Count</th>
<th>Spring Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism (A)</td>
<td>3267</td>
<td>3230</td>
</tr>
<tr>
<td>Emotional Behavioral Disability (EBD)</td>
<td>3240</td>
<td>3100</td>
</tr>
<tr>
<td>Hearing Impairment (HI)</td>
<td>3195</td>
<td>3004</td>
</tr>
<tr>
<td>Intellectual Disability (ID)</td>
<td>3105</td>
<td>2974</td>
</tr>
<tr>
<td>Specific Learning Disability (SLD)</td>
<td>3226</td>
<td>3180</td>
</tr>
<tr>
<td>Other Health Impairment (OHI)</td>
<td>3100</td>
<td>3066</td>
</tr>
<tr>
<td>Orthopedic Impairment (OI)</td>
<td>3044</td>
<td>2974</td>
</tr>
<tr>
<td>Significant Developmental Delay (SDD)</td>
<td>2800</td>
<td></td>
</tr>
<tr>
<td>Speech and Language (SL)</td>
<td>2700</td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury (TBI)</td>
<td>2600</td>
<td></td>
</tr>
<tr>
<td>Visual Impairment (VI)</td>
<td>2500</td>
<td></td>
</tr>
</tbody>
</table>
Percentage of Students with Disabilities Population by Primary Disability

<table>
<thead>
<tr>
<th>Disability</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>10.97%</td>
<td>9.68%</td>
<td>8.92%</td>
<td>8.45%</td>
<td>14.26%</td>
</tr>
<tr>
<td>Emotional Behavioral</td>
<td>2.32%</td>
<td>2.65%</td>
<td>2.56%</td>
<td>2.45%</td>
<td>2.39%</td>
</tr>
<tr>
<td>Disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>7.32%</td>
<td>7.13%</td>
<td>6.99%</td>
<td>6.10%</td>
<td>5.75%</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>9.89%</td>
<td>10.35%</td>
<td>10.35%</td>
<td>10.05%</td>
<td>11.00%</td>
</tr>
<tr>
<td>Specific Learning Disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>0.50%</td>
<td>0.39%</td>
<td>0.57%</td>
<td>0.62%</td>
<td>0.71%</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>5.08%</td>
<td>5.16%</td>
<td>9.49%</td>
<td>11.02%</td>
<td>11.23%</td>
</tr>
<tr>
<td>Significant Developmental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech and Language</td>
<td>0.31%</td>
<td>0.32%</td>
<td>0.43%</td>
<td>0.23%</td>
<td>0.30%</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>0.59%</td>
<td>0.61%</td>
<td>0.57%</td>
<td>0.46%</td>
<td>0.40%</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students by Race and Disability Area

The Department of Public Instruction (DPI) monitors school districts for disproportionately identifying students of specific races as having a disability. Our district has been identified for disproportionately identifying African American and Native American students in the area of Emotional Disabilities, and also Native American students in Specific Learning Disabilities. Over the past few years, we have addressed the overidentification with strategies such as the creation of evaluation teams. Since that time, our identification logs indicate a decrease in the actual identification; however, we also note that once a student is identified with a disability, they will typically remain with the disability label through 12th grade.
Student Population Count by Race/Ethnicity (Emotional Behavioral Disability)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>Asian</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Black/African American</td>
<td>77</td>
<td>68</td>
</tr>
<tr>
<td>Hispanic</td>
<td>61</td>
<td>53</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>163</td>
<td>121</td>
</tr>
<tr>
<td>Two or More</td>
<td>23</td>
<td>29</td>
</tr>
</tbody>
</table>

Notes:
- The data represents the number of students receiving emotional behavioral disability services for the years 2020-21 and 2021-22.
Student Population Count by Race/Ethnicity (Intellectual Disability)

- Pacific Islander: 2016-17: 0, 2017-18: 0, 2018-19: 0, 2019-20: 0
Student Population Count by Race/Ethnicity (Specific Learning Disability)

- **Native American**
  - 2016-17: 56
  - 2017-18: 50
  - 2018-19: 37
  - 2019-20: 39
  - 2020-21: 39

- **Asian**
  - 2016-17: 57
  - 2017-18: 50
  - 2018-19: 45
  - 2019-20: 43
  - 2020-21: 46

- **Black/African American**
  - 2016-17: 109
  - 2017-18: 81
  - 2018-19: 80
  - 2019-20: 95
  - 2020-21: 91

- **Hispanic**
  - 2016-17: 272
  - 2017-18: 231
  - 2018-19: 229
  - 2019-20: 221
  - 2020-21: 222

- **Pacific Islander**
  - 2016-17: 0
  - 2017-18: 0
  - 2018-19: 1
  - 2019-20: 1
  - 2020-21: 1

- **White**
  - 2016-17: 311
  - 2017-18: 264
  - 2018-19: 226
  - 2019-20: 218
  - 2020-21: 198

- **Two or More**
  - 2016-17: 32
  - 2017-18: 26
  - 2018-19: 33
  - 2019-20: 33
  - 2020-21: 48
Learning for Independence and Project Search

GBAPS partners with CESA 7, Northeast Wisconsin Technical College (NWTC), and local hospitals to provide our students with education and training in postsecondary and community sites. Learning for Independence is a no credit college experience on the NWTC campus. Project Search is a nationally known program that teaches students real life work skills that can be transferred into a job after graduation. Both programs are for our students who attend school through age 21.

<table>
<thead>
<tr>
<th>School Year and Program</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-21 Learning for Independence</td>
<td>22</td>
</tr>
<tr>
<td>2020-21 Project Search</td>
<td>1</td>
</tr>
<tr>
<td>2019-20 Learning for Independence</td>
<td>24</td>
</tr>
<tr>
<td>2019-20 Project Search</td>
<td>3</td>
</tr>
<tr>
<td>2018-19 Learning for Independence</td>
<td>32</td>
</tr>
<tr>
<td>2018-19 Project Search</td>
<td>2</td>
</tr>
</tbody>
</table>

Post High School Outcomes Data for Students with Disabilities

A year after students with disabilities have graduated or aged out, GBAPS surveys students to determine engagement in postsecondary education, training or gainful employment.

Students who graduated or aged out in June 2020 were surveyed between the end of the school year and August 1. There were a total of 219 students possible, of which 163 responded. Of the total respondents, 76.1% of the students were engaged in higher education, competitive employment or a type of postsecondary training. We have also noted an increase in respondents the last two years.
Post Secondary Outcomes Survey Counts by Year

- **TOTAL Population**
  - 2021: 219
  - 2020: 214
  - 2019: 242
  - 2018: 240

- **TOTAL Respondents**
  - 2021: 163
  - 2020: 172
  - 2019: 140
  - 2018: 115

- **Did Not Meet Criteria**
  - 2021: 39
  - 2020: 36
  - 2019: 28
  - 2018: 11

- **Met Criteria**
  - 2021: 124
  - 2020: 136
  - 2019: 112
  - 2018: 104

- **Other Employment**
  - 2021: 11
  - 2020: 11
  - 2019: 20
  - 2018: 4

- **Other Postsecondary Education or Training**
  - 2021: 5
  - 2020: 5
  - 2019: 1
  - 2018: 2

- **Competitive Employment**
  - 2021: 77
  - 2020: 80
  - 2019: 61
  - 2018: 56

- **Higher Education**
  - 2021: 31
  - 2020: 40
  - 2019: 42
  - 2018: 30
In School Suspension (ISS) and Out of School Suspension (OSS)

GBAPS has been identified as disproportionately suspending African American and Native American students by the Department of Public Instruction as well as the Office of Civil Rights. Culturally and Linguistically Responsive teaching practices is one step we are taking, as a district, to address this discrepancy.

Additionally, the Special Education team has been meeting with school teams to discuss whether the behavior the student is being suspended for is a manifestation of their disability (**i.e.,** Is the behavior due to the reason they are identified as a student with a disability?).

We have had ongoing professional learning for the Student Services team (counselors, social workers, psychologists, Program Support Teacher (PSTs), etc.) beginning in 2020 and continuing into the 2020-2021 school year. This learning was about conducting better functional behavioral assessments in order to write better behavior intervention plans.

Our learning was interrupted by COVID, but will resume in the 2021-22 school year.
Students with Disabilities: OSS/ISS Trend Data by Count of Removal

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- Two or more races
- White

Year | American Indian or Alaska Native | Asian | Black or African American | Hispanic/Latino | Native Hawaiian or Other Pacific Islander | Two or more races | Total |
--- | --- | --- | --- | --- | --- | --- | --- |
14/15 | 6 | 35 | 90 | 134 | 190 |
15/16 | 5 | 34 | 88 | 126 | 214 |
16/17 | 2 | 47 | 94 | 130 | 209 |
17/18 | 1 | 50 | 93 | 125 | 221 |
18/19 | 8 | 48 | 111 | 101 | 178 |
19/20 | 5 | 38 | 93 | 78 | 165 |
20/21 | 9 | 20 | 12 | 34 |
**English Learners (ELs)**

English Learners (ELs) are students for whom a limited exposure to English may serve as a barrier to academic success. The English exposure needs to be such that an EL cannot benefit from general education instruction provided solely in English without language support. ELs are a diverse group of students whose needs may vary significantly.

The primary languages in the EL program are Spanish, Hmong, Somali, and Karen. EL students and their families speak more than 30 different languages.

### GBAPS - EL Historical Data 4K-12

<table>
<thead>
<tr>
<th></th>
<th>SPANISH</th>
<th>HMONG</th>
<th>SOMALI</th>
<th>KAREN</th>
<th>27 OTHER LANGUAGES</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-21</td>
<td>3298</td>
<td>659</td>
<td>328</td>
<td>25</td>
<td>96</td>
<td>4406</td>
</tr>
<tr>
<td>2019-20</td>
<td>3452</td>
<td>674</td>
<td>372</td>
<td>23</td>
<td>93</td>
<td>4614</td>
</tr>
<tr>
<td>2018-19</td>
<td>3494</td>
<td>695</td>
<td>451</td>
<td>19</td>
<td>94</td>
<td>4753</td>
</tr>
<tr>
<td>2017-18</td>
<td>3338</td>
<td>646</td>
<td>545</td>
<td>7</td>
<td>87</td>
<td>4623</td>
</tr>
<tr>
<td>2016-17</td>
<td>3186</td>
<td>625</td>
<td>530</td>
<td>19</td>
<td>91</td>
<td>4451</td>
</tr>
</tbody>
</table>

The EL Department is responsible for the identification of ELs, language support for English Language Proficiency (ELP) growth, administration of the federally required ELP Assessment ACCESS for ELs, and two years of monitoring students once they have exited from the EL program. Students are exited from the EL program once they demonstrate English proficiency based on the ACCESS for ELs assessment.

### Individualized Learning Plans

During the 2021-2022 school year, the EL department will be implementing Individualized Learning Plans (ILPs) for ELs receiving English as a Second Language (ESL) services. ILPs are written plans for ELs that detail strategies, accommodations, and supports that are implemented in the classroom and on assessments. The ILPs will be created by EL staff in collaboration with the EL’s classroom teachers. ILPs will be critical to help support ELs growth in their English proficiency.

Additionally, in May 2021, the Wisconsin Department of Public Instruction (DPI) formally adopted the WIDA English Language Development (ELD) Standards. These standards support students’ academic language proficiency and are aligned with Wisconsin’s Academic and College and Career Readiness Standards. DPI is in the process of developing a three year roll-out of these standards. The EL Department is a part of the planning process and will follow and implement DPI’s guidance on how to introduce the standards to all stakeholders in our District.
Bilingual Education

GBAPS is fortunate to have a diverse student body, which has provided the opportunity for the District to offer a bilingual program. The primary focus of the bilingual program is to ensure all students leave elementary school proficient in speaking and writing English, while also learning those same skills in Spanish.

The program focuses on several areas:
- developmentally appropriate literacy skills and strategies;
- a sustainable program that includes levels of student support and certified/licensed educators;
- both native English and Spanish speakers demonstrate English proficiency on the Forward Exam in grades 3-8;
- literacy skills and strategies are taught in Spanish and transferred and extended during the literacy-based English language development time (otherwise referred to as paired literacy);
- and monitoring of student success through multiple data sets.

The District's program uses the following framework for language allocation:
- 70% Spanish and 30% English in grades K-2
- 30% Spanish and 70% English in grades 3-5

The framework is a guideline, empowering teachers to meet their students where they are and address their individual needs.

Elementary

We have two different types of bilingual programs at the elementary level: one-way bilingual and two-way bilingual programs.

- **One-Way Bilingual program** is offered at Doty, Danz, Eisenhower, Nicolet, Sullivan and Tank Elementary Schools.
- **Two-Way Bilingual program** is offered at Baird, Jackson, and Wilder Elementary Schools.

We currently have the Spanish Language Acquisition (SLA) model at Eisenhower (grades 3, 4, and 5), Nicolet (grades 4 and 5) and Tank (grades 3, 4 and 5).

Secondary

Currently there are bilingual programs at the middle school level at Edison, Franklin and Washington.

In 2020-21 school year the District:
- provided Bilingual Education virtually
- offered a bilingual program at Washington Middle School (6th graders)
- expanded the bilingual program at Edison and Franklin Middle School to 7th grade
- provided virtual and in person bilingual literacy interventions to students
- partnered with Hanover Research to look at program improvement. Hanover is currently preparing a research brief on best practice of bilingual education, analysis of the bilingual program in GBAPS and the creation of a stakeholder survey.

Projected 2021-22 Initiatives:
- Expansion of the bilingual program to 8th grade at Edison and Franklin Middle School
- Expansion of the bilingual program to 7th grade at Washington Middle School
- Palabras a su Paso (Words Their Way in Spanish) Resource Implementation in the K-8 bilingual classrooms to support word study in Spanish in all bilingual classrooms
● Bilingual program review process in partnership with Hanover to support a vision for improvement of educational opportunities for Spanish-speaking English Learners (ELs). There will be internal and external work groups to support this process.

● The external work group will be representative of our bilingual student population by having more representation of Latinx families.
Innovative and Educational Programming

An Innovative (aka “alternative”) school or program is an educational setting designed to accommodate educational, behavioral, social/emotional, and/or medical needs of children and adolescents that cannot be or are not adequately addressed in a traditional school environment. Innovative schools and programs may also provide a path to success for students identified as “At-Risk” of not graduating.

Innovative schools and programs in the GBAPS include:
- Northeast Wisconsin School of Innovation (N.E.W.) - Charter School
- John Dewey Academy of Learning (JDAL) - Charter School
- Leonardo da Vinci School for Gifted Learners
- Elementary, Middle School and High School Self-Contained Programs at Dr. Rosa Minoka-Hill School
- Middle and High School Programs for Abeyance at Dr. Rosa Minoka-Hill School
- Bay View via Dr. Rosa Minoka-Hill School (serves students at the Brown County jail)
- Program for Academic Credit and Education (PACE) at West High School
- Reaching Educational and Personal Objectives (REPO)
- Forward Bound At Southwest High School
- Pathways at Preble High School and West High School
- GED Option #2
- Teen-Age Parent Program (TAPP)
- Challenge Academy

Innovative Education Update - Summer 2021

Gifted and Talented Program

The gifted and talented program in GBAPS is designed to meet the unique educational needs of advanced learners by providing continuous and systematic educational and support services that motivate and challenge students. Advanced learners receive high-quality, research-based, and differentiated instruction including:
- Providing high-quality universal instruction and interventions matched to student needs.
- Monitoring progress frequently to make decisions about changes in instruction or goals.
- Applying student data gathered from formal and informal assessments to drive important educational decisions.

Current State of Gifted and Talented Program in the District (2020-21)
- Gifted and talented services are provided by a Gifted & Talented Resource Teacher assigned to each building.
- The needs of gifted and talented students are addressed through the Multi-Level Systems of Support (MLSS) process.
- The gifted and talented identification criteria utilizes a variety of assessments. Using a variety of assessments allows young children and non-English speaking students to qualify for this program.
- An elementary and secondary continuum of services are offered to meet the needs of advanced learners, including gifted and talented programming for math and literacy.
- A variety of services are available to meet student needs both inside and outside the classroom.
- Current programming allows for students to connect with community experts and interact with other advanced learners across our schools.

Projected 2021-22 Initiatives
- Reinstate the Gifted & Talented Advisory Council (had been paused during Covid-19) to examine arts, creativity, and leadership.
● Collaborate with Peters, et al. on grant. The purpose of this grant is to improve the identification process of gifted and talented students in all areas of giftedness. Additionally, we will also improve the identification process of gifted students to become more equitable and representative of our students’ diverse populations and backgrounds.

● Review and revise identification criteria based on available assessments.

Title VI Indian Education - Cultural Resource Specialists

The purpose of the Every Student Succeeds Act (ESSA) funded Title VI Program is to meet educational and cultural related academic needs of students. Title VI funding is dependent on the number of ED 506 Indian Student Eligibility Certification forms signed in the district, of which GBAPS has 1,126 (as of March 2021).

The Title VI grant funds are used for the equivalent of seven full-time Cultural Resource Specialist positions. Cultural Resource specialists are assigned to schools with the highest number of eligible students. Those schools are Beaumont, Chappell, East, Edison, Eisenhower, Elmore, Fort Howard, Franklin, Howe, Keller, Kennedy, King, MacArthur, Preble, Red Smith, and West.

Over the course of the 2020-21 school year, Cultural Resource Specialists participated in Early Literacy Support Program professional learning for students in grades K-1, and began implementing the program on a limited basis. During the 2020-21 school year, the Cultural Resource Specialists provided the Early Literacy Support Program to 20 students.

Advancement Via Individual Determination (AVID)

AVID is a school-wide college readiness system that helps schools shift to a more equitable, student-centered approach. It consists of an elective class that supports targeted students (academic middle, first generation college bound, historically underserved in 4 year colleges, etc.) as well as strategies, support and professional development opportunities for staff with the goal of supporting increased achievement for ALL students.

AVID provides academic support to help students succeed in rigorous courses, with an emphasis on completing college admission requirements, college acceptance and gaining the skills necessary to persist in post-secondary education.

Current State of AVID in the District

● The Green Bay Area Public School District currently offers AVID at East, West, Preble and Southwest High Schools, as well as Washington, Edison and Lombardi Middle Schools. We are also prepared to launch AVID at Red Smith K-8 school.

● Annually, GBAPS enrolls between 500-650 students in this program, with most schools offering multiple sections of the AVID Elective for each grade level.

● Approximately 80 staff members across the seven AVID schools have received professional training from AVID. With ongoing literacy training, that number will be more than 1,000 educators across the entire school district by the end of the 2021-22 school year.

Projected 2021-22 Initiatives

● In 2021-22 we are excited for the launch of AVID at Red Smith K-8 School with a section of AVID for both 7th and 8th grade levels.

● In addition, Edison Middle School is the first school in our district to launch the Excel program with an estimated 85 students participating this year in either the AVID Excel or Excel Strategies class. AVID Excel is an elective
class designed to work with our long-term English Learners (ELs) at the middle school level. Excel is similar to the AVID elective, but has a greater emphasis on accelerating academic language acquisition. Excel Strategies will follow a similar curriculum, excluding the application process that is typically required for the AVID program.

- AVID will continue to support the district’s literacy goals by organizing and providing follow up guidance to all secondary staff as part of the No Limits: Transforming Literacy initiative.

Summer School and Extended Learning Programs

Summer School 2020

Summer School 2020 was delivered in a fully virtual environment. Summer School is an extension of the school year and provides an opportunity for students to complete unfinished learning. Summer programming also provides both social emotional and academic learning experiences.

In Summer 2020, the goals of programming included:

**Student Learning**
- Social emotional and academic focus
- Continuous learning from the school year

**Process**
- Provide professional learning for teachers focused on best practices for online learning, with the goal to analyze data to inform revisions in preparing for future district-wide professional learning.
- Implement a single learning platform for elementary and one for secondary, based upon the June parent survey.

**Student Participation Data in 2020:**
- Over 500 continuous progress and credit recovery enrollments
- 47 high school seniors graduated during the summer
- More than 600 credits earned through new course work
- Approximately 1,700 students in K-8 focused on social emotional and academic learning opportunities virtually

Summer Programming Feedback

Both teacher and parent feedback from summer programming was positive.

**Teacher Feedback**
- 63% of respondents felt that they were satisfied with the preparation training they received
- 81% of respondents indicated that if they had the opportunity teach another class, they would teach again in Summer School
- 95% of respondents felt that their technology competencies improved while teaching Summer School
- 93% of respondents felt prepared to teach online in the 2020-21 school year if the district needed to provide online instruction due to their Summer School teaching experience

**Parent Feedback**
- 84% of respondents felt that teacher communication met their expectations
- 85% of respondents felt that using the Seesaw platform was simple for their child
- 87% of respondents felt that compared to spring 2020, the summer learning environment was an improvement
Day Time Learning Support
● During the pandemic and virtual learning, the Extended Learning department worked collaboratively with over 30 different community partners to provide support for students during virtual learning. This included:
  ○ Professional development opportunities with partners on trauma informed care and student learning support strategies during virtual learning
  ○ Collaboration with the technology department provided internet hotspots to all childcare providers that identified a need for internet onsite for school access
  ○ Collaborative partnerships with the YMCA and Boys and Girls Club to create up to 500 seats in a Day Time Virtual Program for low income families, where students could be onsite and supported with virtual schooling. This partnership served students during virtual learning throughout the full school year.

21st Community Learning Centers
GBAPS operated a 21st Century Community Learning Centers (21st CCLC) program during the 2020-2021 school year at twelve sites including Baird, Beaumont, Danz, Doty, Eisenhower, Fort Howard, Howe, Keller, Lincoln, Nicolet, Sullivan, and Tank Elementary Schools. These opportunities are provided through Federal grants and Fund 80 funding. The focus of the program reauthorized under Title IV, Part B of the No Child Left Behind Act, is to provide expanded academic enrichment opportunities to children attending low-performing schools. Tutorial services and academic enrichment activities are designed to help youth meet academic standards in subjects such as reading and math. In addition, 21st CCLC sites provide program activities related to youth development; technology education; art, music, and recreation programs; counseling; and character education to enhance the academic component of the program.

During the 2020-21 school year the 21st CCLC sites served students both virtually and in-person serving more than 380 youth and 100 adults through our centers.

From September through March, while the school district was virtual, the centers provided virtual learning opportunities to students and families that focused on social, emotional, academic and enrichment support. This included:
● At-home drop off of materials for enrichment programming with virtual events offered live and recorded.
● Virtual family events focused on enrichment activities that families could do together
● Partnering with over 15 different community based organizations to provide virtual enrichment opportunities for students and families.
● Academic support for students in completing school work, including limited virtual tutoring opportunities
● Additional weekend food bags for families in need

From March through May, our 21st CCLCs reopened for in-person programming after school four days per week and remained virtual on Wednesdays. In-person programming followed all COVID-19 mitigation strategies, and held visitor and family events virtual.

Projected 2021-22 Initiatives
Summer School
● Provide a summer learning program that supports the closing of gaps due to inequities and barriers to learning in 2020-21, with the goal to engage as many students as possible in Summer School.
● Provide full day learning opportunities that also include community based organizations.

Before and After School
● In 2022, the district will have eight (8) 21st CCLC Grants expiring. Through the creation of a task force, create a long range plan for 21st CCLCs and onsite childcare.
### District Health Services

The district health services staff works with students, families, staff and the community to ensure that children's health needs are met so that they can attend school healthy and ready to learn. The district employs a total of thirteen full-time school nurses who provide nursing coverage to all buildings and off-site programs.

The school nurses are an integral member of the team and provide a continuum of services to students. They provide ongoing supervision of all staff whose responsibilities include delivering health services. Special education health paraeducators provide direct care to special education students with more severe health conditions and physical limitations. Building secretaries and health office paraeducators administer medications and provide basic first aid to students. The nurses respond to emergency situations in buildings and provide advanced first aid. The nurses also provide direct nursing care to specific students, care coordination, health record maintenance, and health promotion across the district. Health services staff is involved in community and county collaborative efforts related to the health of our students and families.

The continuum of health services also includes professional development for all staff members. Online training is available to staff for blood borne pathogens, medication administration, and mandatory reporter training. The school nurses supplement this training with individual review of district and state protocols and policies. They also provide information to building staff on a variety of childhood health issues pertinent to students’ learning and safety.

### Nurse and Student/Parent Contact

The following table shows the number of student or parent contacts the nurses have had over the past four years. These contacts include but are not limited to: in-person evaluations, assessing immediate health concerns of students, follow up on health emergencies, phone calls, meetings, and emails.

<table>
<thead>
<tr>
<th>Number of Student or Parent Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Nurse Health Office Visits</strong></td>
</tr>
<tr>
<td>2020-21</td>
</tr>
<tr>
<td>16,856</td>
</tr>
<tr>
<td><strong>COVID Related Health Office Visits</strong></td>
</tr>
<tr>
<td>29</td>
</tr>
<tr>
<td>9,934</td>
</tr>
</tbody>
</table>
Student Health Concerns and Student Emergencies

The table below provides trend data regarding student health concerns and student emergencies that the district health services staff address each year.

### Student Health Concerns and Student Emergencies Trends

<table>
<thead>
<tr>
<th>Category</th>
<th>2020-21</th>
<th>2019-20</th>
<th>2018-19</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>504/IEP meeting attendance</td>
<td>184</td>
<td>164</td>
<td>124</td>
<td>93</td>
</tr>
<tr>
<td>Students with Health Plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>504/IEP meeting attendance</td>
<td>133</td>
<td>1269</td>
<td>1312</td>
<td>1461</td>
</tr>
<tr>
<td>Student Health conditions:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anaphylaxis</td>
<td>152</td>
<td>190</td>
<td>183</td>
<td>176</td>
</tr>
<tr>
<td>Asthma</td>
<td>368</td>
<td>427</td>
<td>461</td>
<td>519</td>
</tr>
<tr>
<td>Diabetes Type 1</td>
<td>46</td>
<td>48</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Diabetes Type 2</td>
<td>9</td>
<td>9</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Seizures</td>
<td>152</td>
<td>166</td>
<td>173</td>
<td>181</td>
</tr>
<tr>
<td>Daily Prescription Medications</td>
<td>158</td>
<td>330</td>
<td>396</td>
<td>443</td>
</tr>
</tbody>
</table>
**District Wellness Committee**

The GBAPS Wellness Committee membership is comprised of school administrators, teachers (including physical education, health education, and family consumer science teachers), school food service staff, school health professionals (e.g., a registered nurse serving the schools), students, parents and guardians, School Board members, and other interested members of the community. The purpose of the Wellness Committee is to participate in the development, implementation and periodic review and updating of the District’s Wellness Policy. The Board Policy was originally approved by the District in July of 2006. In 2016, the Wellness Core Team started working on the Board Policy for Wellness to meet the minimum Federal standards for local school wellness policy implementation under the final rule of the Healthy, Hunger-Free Kids Act of 2010. The revised Board Policy for Wellness was approved by the School Board in June of 2017.

In the 2019-20 school year, the Wellness Committee made and implemented changes to the Wellness Policy Rule related to Recess Goals. The changes reflect the value of recess and play as it improves students’ ability to focus and helps students cognitively process information they are learning; the development of the whole child, including social and emotional development of children, enabling them to engage in peer interactions and develop their social skills; and provides a unique and important opportunity for adults to work closely with students in a way that is difficult to obtain in other parts of the instructional day. The School Board approved this revision in March of 2020.

Another item that the District Wellness Committee needed to complete was the Triennial Assessment of WellSat (report card of our Wellness Policy) [WellSAT Report Card](#) that was due June 30, 2020, which is part of the Wisconsin Department of Instruction (DPI) Administrative Review. The Administrative Review assesses Food Authorities, administration of the National School Lunch program, School Breakfast program, other School Nutrition programs, and to determine compliance with other program requirements. The WellSat was completed with a 2.8 out of 3 score, in which a 3.0 score indicates all objectives met. During the closing meeting with the Department of Public Instruction (DPI), the DPI School Nutrition Team indicated that our School Wellness Plan rubric was a model rubric and they would be sharing it with other school districts in the future.

For the 2021-22 school year, the District Wellness Committee will focus on the areas where we can improve our WellSat score. Areas of focus will be:

1. Staff shall encourage parents and guardians to provide a healthy snack item to be offered in conjunction with any offering of minimal nutritional value for classroom celebrations, special events, and other school-sponsored events.
2. Whenever feasible, staff will make healthier alternatives to recipes for the food that is made as part of a program’s curriculum (e.g., Culinary Arts and Family Consumer Science Programs). The food produced may only be consumed by the students who participated in the assignment as part of the class, and may not be sold or given away to any other students.
4. Provide opportunity for physical activity in a school’s daily educational program for grades pre-kindergarten through grade 12.
5. Ensure that elementary schools provide supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity through the provision of space and equipment.
Pupil Services

The Pupil Services Department is committed to building the capacity of schools to comprehensively support the social-emotional, behavioral, and mental health needs of students. A number of efforts have been initiated and will continue in 2021-22 to maximize exposure to classroom instruction and eliminate exclusionary discipline, such as suspension and expulsion, while addressing disparities evident with underserved populations:

- Multi-disciplinary collaboration and alignment of work
  - Behavior Management Specialist and Family Engagement Team to support roll out of Culturally and Linguistically Responsive (CLR) Classrooms
  - Development of a Social Emotional Behavioral and Mental Health Team
  - Professional learning to support implementation of Tier II behavioral and social emotional/mental health research based practices with fidelity, including progress monitoring
  - Partner with Responsive to Intervention to facilitate professional learning on development of functional behavioral assessments (FBA) and behavior intervention plans (BIPS)
  - Integration of CLR and literacy initiatives

- Support implementation of restorative practices to reduce harm and decrease rates of recidivism
- Utilization of trauma sensitive practices such as supporting proactive regulation strategies into the classroom and incorporating student voice and choice
- Continue to offer caregiver capacity opportunities for staff
- Enhance morning meeting/advisory structure
- Use of Gaggle, a software-based resource, supports student's mental health and safety on district-issued devices

Seclusion and Restraint

Wisconsin Act 118, which addresses the use of seclusion and physical restraint in public schools, went into effect on March 4, 2020. Training was provided to staff regarding updates/changes to the guidance and mandates surrounding seclusion and restraint.

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incidents of seclusion</td>
<td>209</td>
<td>242</td>
<td>169</td>
<td>101</td>
</tr>
<tr>
<td>Incidents of restraint</td>
<td>437</td>
<td>366</td>
<td>316</td>
<td>229</td>
</tr>
<tr>
<td>Total students restrained</td>
<td>154</td>
<td>114</td>
<td>76</td>
<td>102</td>
</tr>
<tr>
<td>Total students with disabilities restrained</td>
<td>108</td>
<td>80</td>
<td>58</td>
<td>76</td>
</tr>
</tbody>
</table>

*The numbers reflect all events until the March 13, 2020, Stay At Home order, by Governor Tony Evers.
Student Behavior

The Multi-Level Systems of Support (MLSS) Behavior Framework was developed to support schools with creating learning environments where all students can experience academic, behavior, and social emotional growth. MLSS is based on a three-tiered model that monitors student progress with various levels of intervention intensity, frequency, and duration. Implementation of evidenced-based interventions, progress monitoring, and use of multiple sources of information to determine need of more intensive services are key components to supporting positive student outcomes.

Suspension Rates

Admin Required Referrals
**Attendance**

The connection between attendance and academic outcomes is clear, but the underlying issues resulting in chronic absenteeism are complex, requiring a multi-faceted, systems level approach involving all stakeholders to positively impact attendance and reduce dropout rates.
Projected 2021-22 Initiatives

- Continue attendance clerical meetings to support consistent attendance procedures and implementation of revised attendance codes
- Review and update attendance guide to reflect current practices
- Utilize existing infrastructure to promote real time data analysis
- Expand use of nudge letter
- Implement components of “Pathways to Engagement: A Toolkit for Covid-19 Recovery through Attendance”

Mental Health and Wellbeing

According to the Centers for Disease Control and Prevention, by 7th grade 40% of students will have experienced a mental-health issue such as depression and anxiety, and each year nearly one in five school-age children and youth meet the criteria for a mental-health disorder. The consequences of unaddressed mental-health problems manifest themselves in behavior problems, bullying, absenteeism, academic difficulties, dropping out, violence and crises. These issues can have dire consequences for individual students and affect the learning environment overall (WSJ, 2021).

The Wisconsin Youth Risk Behavior Survey (YRBS) is conducted as part of a national effort by the U.S. Centers for Disease Control and Prevention to monitor health-risk behaviors of the nation’s high school students every two years. The behaviors monitored by the Wisconsin YRBS include traffic safety; weapons and violence; suicide; tobacco use; alcohol and other drug use; sexual behavior; and diet, nutrition, and exercise.
This infographic was created and organized in topic areas consistent with DPI reporting structures. It is intended to provide a high-leverage overview of some key components of the YRBS data, while providing context thorough comparison with county and state level data. A non-exhaustive list of efforts being initiated and/or expanded in the upcoming year to positively impact student outcomes are outlined below.

Mental and emotional well-being are paramount to school success. While many factors outside of school can influence a student’s mental and emotional well-being, school environments can also influence a student’s positive or negative mental health.

**Continuous Improvement to Comprehensively Support Students**
- Implement Signs of Suicide/Erika’s Lighthouse to increase knowledge of warning signs and promote help seeking behaviors
- Expansion of school based mental health
- Development of referral pathway
- Instruction of regulation strategies such as mindfulness
- Create collaborative partnerships with in-patient mental health providers
- Pilot implementation of Cognitive Behavior Intervention for Trauma in Schools (CBITS)

**School Climate**
Closely related to school safety is the broader issue of school climate, defined as whether students feel a sense of inclusion and engagement in their school. Bullying and a sense of belonging are included in this area.

**Continuous Improvement to Comprehensively Support Students**
- A consistent, developmentally appropriate presentation will be delivered K-12 to advance understanding and distinguish between unkind acts, bullying, and harassment
- Promote usage of an anonymous reporting mechanism, Speak Up/Speak Out for earlier identification and intervention in potential bullying situations
- Continue to offer capacity building restorative practice professional learning to mitigate conflicts and prevent instances of bullying
- Utilize morning meeting structure during advisory hour to build relationships and sense of belonging
- Expand implementation of universal social-emotional learning

**Alcohol and Other Drug Abuse (AODA)**
“Stress creates discomfort. Anything we do to lessen our discomfort is called coping. Negative coping strategies offer fleeting relief, but harm relationships and damage our health. Cigarettes, alcohol, and other drugs are tops among dangerous coping strategies” Ginsburg, K. (2018, September 04). Each of the YRBS topic areas are interconnected and therefore, efforts to promote protective factors (i.e., sense of school belonging) can reduce likelihood of maladaptive coping strategies including alcohol and drug usage.

**Continuous Improvement to Comprehensively Support Students**
- Provide training and support for implementation with fidelity of Teen Intervene (an evidenced based program to guide teens and parents on the risk of drug and alcohol addiction)
- Leverage grant funding to support evidenced based, upstream, peer to peer models including Hope Squad and Sources of Strength
- Implement Nicotine Dependence: Education, Prevention, Tobacco, and Health (INDEPTH)
- Convene team to consider integration of CATCH My Breath Youth E-cigarette prevention program into health curriculum

**Trauma and Adversity**

“Having access to food and stable housing are all important determinants of both health and academic performance. Experiences of violence and other forms of trauma can affect all aspects of a student’s life, including their health, their behavior, and their ability to engage meaningfully in their education” (Wisconsin DPI, 2019).

**Continuous Improvement to Comprehensively Support Students**

- Expand upon community partnerships
- Provide innovative programmatic support for students identified McKinney-Vento and are in out-of-home placement based on data analysis
- Leverage trauma sensitive schools cohort for professional learning and coaching
- Facilitate healthy relationships small groups
- Explore usage of DPI newly released anti-trafficking materials

When considering the continuum of mental health supports, the most intensive level of intervention and support is required to support students who present with a safety concern. The charts below depict 2020-21 breakdown organized by grades and ethnicity receiving **Tier III** support.

![Pie chart showing the grade breakdown with Elementary (K-5) in red hues, Middle (6-8) in yellow hues, and High (9-12) in blue hues]
Access to mental health services can be a significant barrier to receiving the support needed for a student to thrive. During the 2020-21 school year, 71 students were served in School Based Mental Health at seven (7) locations:

- Minoka
- Danz
- East
- Franklin
- Sullivan
- Aldo
- Edison

**Projected Initiatives 2021-22**

- Develop lessons for Advisory, based on [Stigma Reduction Toolkit](#)
- Adjust fields in Infinite Campus’s self-harm tab to bolster accurate data collection
- Create written procedures to accompany self-harm tab training
- Launch awareness campaign during Mental Health Awareness month
- Explore expansion of School Based Mental Health based on availability of providers

**Mobility/Stability**

Educational stability means ensuring academic continuity (and a student’s right to remain in their school of origin), supporting meaningful relationships developed at school, and fostering a sense of belonging for students who often experience disruptions both at school and at home that can impact their academic experiences and outcomes (Wisconsin DPI, 2021). During the 2020-21 school year, 144 students in out-of-home placement and 839 students identified as experiencing unstable housing were supported by the McKinney-Vento team. School stability is a main tenant of the [McKinney-Vento](#) program.
As the McKinney-Vento Act is an unfunded mandate, the team has cultivated strong partnerships with community providers to maximize outreach and support provided to students/families. In addition, the team capitalizes on opportunities to educate the community about the issue of homelessness which further enhances partnerships and can result in monetary donations. Donations can be made directly to the McKinney-Vento program. The team has also successfully been awarded the Education for Homeless Children and Youth Grant as well as other grants offered through Brown County United Way.

Projected Initiatives 2021-22
- Collaborate with Brown County Department of Human Services (BCDHS) and school based point of contacts in surrounding school districts to refine seamless transitions
- Expand upon professional learning opportunities for staff
- Implement best practices released from School House Connections
- Create quick reference for unaccompanied homeless youth services

This is the trend of identified homeless students in Brown County school districts. The 2020-21 numbers are based on the June 30, 2021
Equity, Diversity, and Inclusion (EDI)

Purpose of Our EDI Work

The purpose of EDI work is to:

- build the capacity of staff in the areas of equity, diversity and inclusion,
- provide students an opportunity for a safe space to be their authentic selves,
- identify barriers in our system that perpetuate the opportunity gap,
- widen our cultural lens, and
- improve academic and social/emotional outcomes for all students.

Examples of EDI Work from 2009-2020

- Creation of Equity Department
- Gary Howard Equity Institute - cohort training
- Leading for Social Justice with Frattura and Capper - administrator book study/cohort training
- Professional learning at the school level and for administrators
- First Nations (Title VI) - cultural family events
- African Heritage Incorporated Student Workshop - student experience
- Partnership with the Disproportionality Network
- Wisconsin Urban Leadership Institute (WI-ULI) - cohort training for building leaders
- Cultural and Linguistic Responsiveness training - all staff
- Muhibb Dyer and Kwabena Nixon presentation - student experience

Efforts to Support the District Mission

Our EDI work supports the District’s mission to educate ALL students to be college, career and community ready, inspired to succeed in our diverse world by:

- closing opportunity gaps for students,
- validating and affirming the cultures of all students,
- widening our cultural and identity lens, and
- and lifting up ALL students.

We partnered with Hanover Research to administer a diagnostic (survey) to better understand perceptions of diversity, equity, and inclusion across the district. Initial findings and recommendations from Hanover can be found HERE. Feedback from this survey, coupled with our District data, will help further develop a plan that promotes a climate of belonging and academic success for ALL students.

Intended Outcome and Plan Development

We will develop a three-year strategic equity plan to support a multi-level systems approach to ensure that every child has an equitable opportunity for success and inclusion in the school district.

A Task Force made up of District staff, parents, and community partners, will be looking at data, identifying disparities, analyzing root causes, and providing recommendations on core priorities to the Leadership Team. The Leadership Team will finalize a plan (with goals and strategies) and a monitoring tool to be presented to the Board of Education. An Advisory Committee will be established to monitor implementation of the plan.
Technology and Innovation

The Department of Technology provides technology support and services to all schools, the Auxiliary Services Building, and the District Office Building. The Department provides computing devices for staff and students, Wi-Fi hotspots for students, classroom technology, business and instructional software platforms, and network and information infrastructure for the entire district.

Current State of Technology for Education in the District

- In the 2020-21 school year, the Board of Education approved the purchase of 13,500 touchscreen Chromebooks, replacing our 4-year-old fleet of leased, non-touch Chromebooks. In addition, the Board subsequently approved the purchase of an additional 6,500 Chromebooks for the 2021-22 school year. These purchases, coupled with the purchase of approximately 3,100 Chromebooks during the pandemic will completely refresh our Chromebook fleet for the 2021-22 school year, allowing for a 1-to-1 ratio at every school K-12 with universal USB-C charging/docking capable devices. Pre-Kindergarten grades have iPads available at a 1-to-1 ratio. Owning our devices makes it possible for the district to transition to a predictable and even yearly refresh cycle over the next 3-5 years.

- The district currently has 3,800 mobile hotspots, most of which have been deployed to the schools. This represents an increase of 2,800 hotspots over pre-pandemic. The district does not do any means testing for access to a hotspot. If a parent or student indicates that one is required, it is issued. In addition, the district has provided area daycare centers with 12 Cradlepoint routers to provide internet access to our students while they are at daycare. The district has renewed service for these routers for the 2021-22 school year.

- All district certified staff and administrators are provided with a touchscreen Windows laptop. The district also recently invested in new laptops for every paraprofessional, student learning advocate, and student teacher in the district.

- In the Spring of 2020-21, the Board of Education invested in modernizing the district’s data center at the District Office Building with energy efficient self-contained modular racks. This will lower operating costs and provide flexibility if the data center ever needs to move to a different location.

- Elementary and Secondary School Emergency Relief (ESSER) funds have made it possible for us to guarantee staff in the libraries full-time, including at least 0.5 FTE of a certified Library Media Specialist at every non-charter school. We have also been able to add 0.1 in certified Library Media Specialist FTE at each of our charter schools.

- The network, our connection of all our devices and schools, is working at full strength. We connect all of our buildings with private fiber optic cable. We have nearly 2,000 access points that provide wireless coverage for all devices; including both district-owned and guest devices. Our internet connection for the entire district has a maximum capacity of 10 Gbps.

- Thirty-three (33) new Wisconsin Student Data Privacy Agreements were completed in the 2020-21 school year. GBAPS continues to be a leader in establishing state level privacy agreements with solution providers.

- Prior to the start of the 2020-21 school year Seesaw (PK-5) and Google Classroom (6-12) were selected as Learning Management Systems (LMS) and all staff received training in the grade appropriate LMS.

- During the 2020-21 school year the decision was made to transition from Google Meets to Zoom to ensure the safest possible online learning environment.

Projected 2021-22 Initiatives

- The district will deploy 6,500 Chromebooks between July and September to grades 2-5.

- In preparation for a refresh of our certified staff and administrator laptops, the district will begin a device selection process this year.

- The district will be replacing its core network in preparation for the 2021-22 school year.
● The district will issue a request for proposal (RFP) for bringing our Wide Area Network over fiber to the John Dewey Academy of Learning on Cherry Street. We will leverage E-Rate reimbursement for this project.

● The district will be considering a new Board of Education policy governing the blocking/unblocking of categories and individual internet sites. There is no policy currently governing this matter outside of federal compliance.

● The district will expand its VMWare Horizon implementation, enabling students to access high-powered virtual Windows desktops via their Chromebooks from anywhere via the internet. This will ultimately reduce our computer lab footprint and save the district millions in future hardware refreshes.

● With the changes in our Chromebook deployment model, the district is in need of modernizing its student device charging and storage solution.

● Over the past two years the district has supplemented the Infinite Campus Response to Intervention Module with homegrown software tools. The district has begun the process of reviewing professionally developed intervention management and reporting tools. We will be looking very closely at Panorama in 2021-22 to see if it will meet the needs of our staff and students.

● The district has been reviewing tools to house and deliver our curriculum to various stakeholders. We will be looking more closely at Canvas in 2021-22 to see if it will meet the needs of our students, staff, and community.

● The district will be implementing a new assessment tool in 2021-22 called Naiku that is designed to easily administer the district common interim assessments.
Safety and Security

2017 Wisconsin Act 143

The 2017 Wisconsin Act 143 requires public and private schools to submit school maps, a copy of the safety plan, dates of required safety drills, dates of most recent safety training, and dates of recent site security assessments to the Office of School Safety.

ACT 143 Requirements

- The first and second rounds of the School Safety grant were completed.
- All ACT 143 required documentation was submitted to the Office of School Safety.
- Site security assessments were completed at eight (8) schools in 2019-20 and at eleven (11) schools in 2020-21.

School Safety Grant Update

- **Security Cameras**: Cameras were installed to the interior and exterior of all schools and all existing cameras were upgraded.
- **Front Entry Door Cameras**: Provide cameras/intercoms at main entrances of all schools.
- **Radios**: Additional portable radios were provided to all schools.
- **CCURE 9000 Visitor Management**: Visitors are checked in/out electronically and visitor ID badges are printed with names/dates.
- **PA System**: New PA systems and speakers were installed as needed in the interior/exterior of several schools.
- **Security System and Fire Alarm**: Security alarm and fire alarm panel upgrades were completed in several schools.
- **Ready OP**: Emergency notification software to provide emergency updates to schools and traveling staff.
- **Electronic Door Access**: Electronic door access was added as needed to several schools.

Emergency Safety Training

- All schools completed the required annual Security, Fire, and Tornado drills.
- Security Drill Reviews were submitted and approved by the Board of Education as required by Act 143.

School Resource Officers (SROs)

- Assisted schools during virtual learning at meal sites and with home visits.
- Completed professional development in the following areas: Working with Difficult Children, Trauma Sensitive Schools, Multi-Level Systems of Support (MLSS), Threat Assessment Teams, Title IX, NASRO Basic SRO training (40 hours), Protecting America’s Schools (U.S. Secret Service analysis of targeted school violence).
- Completed safety presentations in elementary schools in the following areas: bullying, theft, internet safety, vandalism, gangs, and stranger danger.
- SROs were reorganized and two elementary floaters were added, to serve the east and west sides of the school district.

2021-22 School Year Work

- Conduct twenty-three (23) site security assessments to be completed by December 31, 2021.
- Update School Security binder and submit to the Board of Education for approval.
• Provide Speak Up/Speak Out confidential tip line and information to staff and students.

THE POWER TO SAVE LIVES?
WE’VE GOT THAT.

Reporting a school safety concern is easy and confidential. Tips can be submitted online at speakup.widoj.gov or by calling 1-800-MY-SUSO-1 (1-800-697-8776).

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College, Career and Community Readiness

Academic Indicators

ACT

One of the primary College Readiness Indicators in Wisconsin is the Composite Score on the ACT. Most students are given the opportunity to take an ACT test during their Junior year at their home school. The graph below shows average scores by graduating class compared to Wisconsin and National averages. The class of 2016 was the first class where the ACT became mandated by state law for all Junior students.

![ACT Graduating Class Average Composite Scores](chart)

Source: WISEDash

Wisconsin Student Assessment System (WSAS)

The WSAS consists of the Forward Exam (3-8), the ACT Aspire Exam (9-10), the ACT Exam (11), and the Dynamic Learning Maps (DLM) Assessment. The Wisconsin Department of Public Instruction (DPI) uses proficiency levels to differentiate performance between students. The percent of proficient and advanced students are reported by district and school. Advanced & Proficient levels for Grades 9 and 10 in science do not currently exist.
For our reporting we have chosen to use the categories of Ready and Exceeding to allow for comparison at all levels. By reporting the percent of students that met benchmarks in each year, we are able to see whether or not a higher percentage of students are meeting the Wisconsin standards. Data from the 2020-21 school year was not available at the time of publication. Therefore, the data included in this section is the most recent available (2018-19 school year). Coloring used in some of the tables is meant to allow the reader to track cohorts of students. No specific significance should be attached to any specific color; and it is important to note that due to student cohort changes, not all students remain in a specific cohort on an annual basis.

### 2018-2019 Wisconsin Student Assessment System

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>GB ELA</th>
<th>WI ELA</th>
<th>GB Math</th>
<th>WI Math</th>
<th>GB Science*</th>
<th>WI Science*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>27.0%</td>
<td>39.0%</td>
<td>42.8%</td>
<td>49.9%</td>
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</tr>
<tr>
<td>4th Grade</td>
<td>33.1%</td>
<td>43.3%</td>
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<td>45.7%</td>
<td>41.3%</td>
<td>53.3%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>29.1%</td>
<td>40.4%</td>
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<td>47.3%</td>
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</tr>
<tr>
<td>6th Grade</td>
<td>28.7%</td>
<td>41.1%</td>
<td>27.1%</td>
<td>42.9%</td>
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<tr>
<td>7th Grade</td>
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<td></td>
</tr>
<tr>
<td>8th Grade</td>
<td>24.9%</td>
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<td>35.7%</td>
<td>41.3%</td>
<td>53.4%</td>
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<tr>
<td>9th Grade</td>
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<td>25.8%</td>
<td>43.6%</td>
<td>44.5%</td>
<td>35.4%</td>
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<tr>
<td>10th Grade</td>
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<td>36.2%</td>
<td>18.7%</td>
<td>34.4%</td>
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<tr>
<td>11th Grade</td>
<td>23.1%</td>
<td>36.8%</td>
<td>23.0%</td>
<td>39.2%</td>
<td>19.1%</td>
<td>31.0%</td>
</tr>
</tbody>
</table>

*Source: WISEDash*

### ELA (Forward/ACT Aspire/ACT Statewide)

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</thead>
<tbody>
<tr>
<td>3rd Grade</td>
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<td>31.0%</td>
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<tr>
<td>4th Grade</td>
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<tr>
<td>5th Grade</td>
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<tr>
<td>6th Grade</td>
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<td>28.7%</td>
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<tr>
<td>7th Grade</td>
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<td>8th Grade</td>
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<tr>
<td>10th Grade</td>
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<td>27.5%</td>
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<td>23.4%</td>
<td>23.1%</td>
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<tr>
<td>11th Grade</td>
<td>24.8%</td>
<td>26.0%</td>
<td>20.7%</td>
<td>22.4%</td>
<td>23.1%</td>
</tr>
</tbody>
</table>

*Source: WISEDash*
Reading Readiness - Benchmark Assessment System/Writing/Words Their Way

Reading readiness is critical in the early years of a student’s academic career. In literacy, GBAPS reviews three components on an annual basis: Reading Level, Writing, and Word Study. The tables below represent the percent of students who meet the benchmark in all three areas previously listed. Teachers were unable to collect and enter data during the Spring of 2020 due to the state mandated closure for COVID-19.

Non-Bilingual Students

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>39.1%</td>
<td>32.9%</td>
<td>*</td>
<td>24.3%</td>
</tr>
<tr>
<td>1</td>
<td>36.8%</td>
<td>31.7%</td>
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<td>18.9%</td>
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<tr>
<td>2</td>
<td>32.7%</td>
<td>27.8%</td>
<td>*</td>
<td>17.3%</td>
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Bilingual Students**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>72.7%</td>
<td>64.0%</td>
<td>*</td>
<td>4.0%</td>
</tr>
<tr>
<td>1</td>
<td>41.3%</td>
<td>16.8%</td>
<td>*</td>
<td>3.1%</td>
</tr>
<tr>
<td>2</td>
<td>58.8%</td>
<td>59.7%</td>
<td>*</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

* Insufficient data exists from the Spring of 2020 to provide reporting.
** Prior to the 2020-21 school year only Reading and Writing were reviewed for Bilingual students. Beginning in 2020-21 school year, Word Study was also reviewed at the end of the year to mirror the review for Non-Bilingual students.
Mathematics (Forward/ACT Aspire/ACT Statewide)

<table>
<thead>
<tr>
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<th></th>
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</thead>
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<tr>
<td>3rd Grade</td>
<td>38.9%</td>
<td>36.3%</td>
<td>33.1%</td>
<td>33.9%</td>
<td>42.8%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>35.3%</td>
<td>28.2%</td>
<td>26.5%</td>
<td>27.1%</td>
<td>38.8%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>29.5%</td>
<td>33.8%</td>
<td>32.4%</td>
<td>31.3%</td>
<td>37.0%</td>
</tr>
<tr>
<td>6th Grade</td>
<td>29.9%</td>
<td>26.9%</td>
<td>28.6%</td>
<td>27.4%</td>
<td>27.1%</td>
</tr>
<tr>
<td>7th Grade</td>
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<td>25.8%</td>
</tr>
<tr>
<td>8th Grade</td>
<td>27.5%</td>
<td>24.0%</td>
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<tr>
<td>9th Grade</td>
<td>32.5%</td>
<td>30.5%</td>
<td>26.4%</td>
<td>27.3%</td>
<td>25.8%</td>
</tr>
<tr>
<td>10th Grade</td>
<td>23.6%</td>
<td>26.8%</td>
<td>21.8%</td>
<td>24.5%</td>
<td>21.1%</td>
</tr>
<tr>
<td>11th Grade</td>
<td>25.8%</td>
<td>28.0%</td>
<td>23.8%</td>
<td>21.4%</td>
<td>23.0%</td>
</tr>
</tbody>
</table>

Source: WISEDash

Number Corner End of Year

Early Numeracy is critical in the early years of a student's academic career. The table below represents the number of students meeting the standard on the Number Corner End of Year Assessment.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>50.1%</td>
</tr>
<tr>
<td>1</td>
<td>45.2%</td>
</tr>
<tr>
<td>2</td>
<td>30.7%</td>
</tr>
</tbody>
</table>

Source: WISEDash
Science (Forward/ACT Aspire/ACT Statewide)

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td>40.8%</td>
<td>39.2%</td>
<td>37.7%</td>
<td>41.3%</td>
</tr>
<tr>
<td>8th Grade</td>
<td>37.6%</td>
<td>37.7%</td>
<td>35.7%</td>
<td>44.5%</td>
</tr>
<tr>
<td>9th Grade</td>
<td>20.4%</td>
<td>22.6%</td>
<td>20.0%</td>
<td>18.7%</td>
</tr>
<tr>
<td>10th Grade</td>
<td>28.1%</td>
<td>21.0%</td>
<td>21.3%</td>
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<tr>
<td>11th Grade</td>
<td>21.4%</td>
<td>20.7%</td>
<td>21.6%</td>
<td>20.8%</td>
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</table>

State Assessment Proficient & Advanced - Science

<table>
<thead>
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<tbody>
<tr>
<td>4th Grade</td>
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<tr>
<td>11th Grade</td>
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</tr>
</tbody>
</table>

Source: WISEDash

Graduation Rates

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>75.0%</td>
<td>77.8%</td>
<td>80.0%</td>
<td>81.4%</td>
<td>78.1%</td>
<td>79.4%</td>
<td>83.8%</td>
<td>84.0%</td>
<td>85.8%</td>
<td>85.9%</td>
<td>88.9%</td>
</tr>
<tr>
<td>Statewide</td>
<td>86.4%</td>
<td>87.6%</td>
<td>88.1%</td>
<td>88.5%</td>
<td>89.0%</td>
<td>88.8%</td>
<td>88.7%</td>
<td>88.9%</td>
<td>89.8%</td>
<td>90.0%</td>
<td>90.4%</td>
</tr>
</tbody>
</table>

Source: WISEDash
The National Merit® Scholarship Program is an academic competition for recognition and scholarships. High School students who meet published program entry and participation requirements enter the National Merit® Scholarship Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) at the specified time in the high school program, usually as juniors.

Source: WISEDash

### National Merit Scholars

The National Merit® Scholarship Program is an academic competition for recognition and scholarships. High School students who meet published program entry and participation requirements enter the National Merit® Scholarship Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) at the specified time in the high school program, usually as juniors.
Post-Secondary Readiness

Students with College Credit Upon High School Completion

*Note: The data for the class of 2021 does not currently include complete results of 2021 Advanced Placement (AP) and International Baccalaureate (IB) exams. Exam results will be available by the end of August.
Post-Secondary Enrollment

This table displays the percentage of high school completers who enroll for the first time in a postsecondary institution (college) in the First Fall after their high school exit date, by the Second Fall, or Later Enrollment. Data includes 2-year and 4-year college enrollments.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>First Fall</th>
<th>Second Fall</th>
<th>Later Enrollment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2011</td>
<td>51.5%</td>
<td>8.1%</td>
<td>13.2%</td>
<td>72.8%</td>
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<tr>
<td>Class of 2012</td>
<td>52.6%</td>
<td>8.4%</td>
<td>8.7%</td>
<td>69.7%</td>
</tr>
<tr>
<td>Class of 2013</td>
<td>53.6%</td>
<td>8.6%</td>
<td>10.0%</td>
<td>72.2%</td>
</tr>
<tr>
<td>Class of 2014</td>
<td>58.1%</td>
<td>8.8%</td>
<td>6.9%</td>
<td>73.8%</td>
</tr>
<tr>
<td>Class of 2015</td>
<td>58.4%</td>
<td>6.1%</td>
<td>6.8%</td>
<td>71.3%</td>
</tr>
<tr>
<td>Class of 2016</td>
<td>53.3%</td>
<td>7.1%</td>
<td>3.6%</td>
<td>64.0%</td>
</tr>
<tr>
<td>Class of 2017</td>
<td>52.1%</td>
<td>6.2%</td>
<td>2.9%</td>
<td>61.2%</td>
</tr>
<tr>
<td>Class of 2018</td>
<td>52.7%</td>
<td>7.2%</td>
<td>0.2%</td>
<td>60.1%</td>
</tr>
<tr>
<td>Class of 2019</td>
<td>50.8%</td>
<td>0.6%</td>
<td></td>
<td>51.4%</td>
</tr>
</tbody>
</table>

Source: WISEDash
Certifications Earned

Note: The data reflects students who graduated with a certification that was approved for the Department of Workforce Development (DWD) Technical Incentive Grant. This is an unduplicated number, not reflecting students who earned multiple certifications. The data for the class of 2021 will be submitted to the DWD in September 2021.

Community Partnerships

Current Community Partners

GBAPS is grateful to its many partners who support our schools, students and families. While we recognize that we have many partners who support our students both academically as well as socially and emotionally, for the purposes of this report, data will only be published on partnerships with an established agreement where there is an exchange of student records.
- **Oral Health Partnership (OHP) School-Based Dental Clinic** - 44 students between Howe Elementary and Sullivan Elementary
- **Be Great Graduate, Club Based Program** - 25 students
- **School-Based Be Great Graduate** - 21 students from Edison, 18 from Washington, 18 from Franklin, 18 from West, 18 from Preble, 24 from East
- **Community Schools School-Based Vision Program with UnitedHealthCare** - 6 students received comprehensive eye exams and 9 pairs of glasses were provided to students at Howe Community School
- **Youth Enrichment Services (YES)** - 44 students from King, 75 from Lombardi, 82 from Southwest
- **GEAR UP** - 13 students from Washington, 16 from Edison, 20 from East, 30 from Preble, 2 from Southwest, 7 from West
- **NEW Scholars** - 38 students from Washington, 47 from Edison, 1 from Lombard, 40 from East, 59 from Preble, 2 from Southwest
- **Upward Bound** - 18 from East, 38 from Preble, 10 from Southwest, 7 from West
- **Big Brothers Big Sisters School-Based Model** - 19 middle/high school matches, 4 elementary school matches

**Partners in Queue**
- Y Achievers will be serving 6th graders at Lombardi during the 2021-22 school year, supporting up to 25 students in Academic and Career Planning.
- There are 40 students enrolled in the University of Wisconsin-Green Bay’s Rising Phoenix program. Enrolled students will have the opportunity to graduate high school with an associate’s degree, free or charge.

**Volunteers**
- In order to ensure all students were able to access the free meals funded by the United States Department of Agriculture and provided by the GBAPS Food Service Department, GBAPS had a total of 19 volunteers helping with the Meal Delivery Program. The program started on September 21, 2020, and went through June 8, 2021, with the exception of non-instructional days. Volunteers delivered 11,040 meal bags (equal to 33,120 individual meals) to our 224 students who were referred to the program. Students who remained virtual when in-person classes resumed continued to receive meals through the Meal Delivery Program.
Grants

- Community Partnerships and Grants was awarded five grants totaling $281,262.
- The GBAPS Education Foundation endowment fund is currently $100,000 short of its $1 million goal. A Board of Directors has been established. The granting process is currently being reviewed by work groups.
GBAPS reviews academic standards and written district curriculum to meet state requirements and to guide the Continuous School Improvement Process. The district Curriculum Cycle (shown below) serves as the systematic structure that identifies specific content areas and where teams are in the review process. A district-trained facilitator leads curriculum review teams made up of a broad representation of educators, administrators, and students through the curriculum review process and curriculum plan, Content Essential Document development. The district curriculum plans, Content Essential Documents, are used by educators for instructional purposes as they include learning expectations, assessments, and expected outcomes. Changes slated for 2021-2022 school year include the addition of parents and community members as active team members in various phases of the curriculum writing and resource adoption process.

**Curriculum Cycle 2019-2025**

<table>
<thead>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Collect &amp; Review Data, Research &amp; Plan</td>
<td>MS/HS Math PK Math HS (9-10) English Language Arts</td>
<td>MS/HS Social Studies HS American Sign Language Personal Financial Literacy ES English Language Arts</td>
<td>ES Science ES/MS/HS Health HS Chinese ES Social Studies</td>
<td>ES/MS/HS Physical Education HS German HS Italian HS Social Studies Electives HS English Language Arts Electives</td>
<td>ES Art HS Construction &amp; Manufacturing ES Math</td>
<td>MS Business Education MS ELA</td>
</tr>
<tr>
<td>2</td>
<td>Develop Curriculum Essential Documents, Pacing Guides/Maps &amp; Interim Common Formative Assessments</td>
<td>MS/HS Agriscience PK Math HS Engineering &amp; Automotive</td>
<td>HS (9-11) English Language Arts MS/HS Math MS/HS (9) Science ES School Counseling</td>
<td>ES/MS/HS Social Studies Personal Financial Literacy MS/HS Spanish MS/HS French HS American Sign Language ES English Language Arts MS/HS Math MS/HS School Counseling</td>
<td>ES Science ES/MS/HS Health HS Chinese</td>
<td>ES/MS/HS Physical Education HS German HS Italian HS Social Studies Electives</td>
<td>ES Art HS Construction &amp; Manufacturing ES Math</td>
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<td>3</td>
<td>Select Resources for Adoption</td>
<td>PK Math HS Business Education MS Family Consumer Science MS Technology Education English Language Arts 8</td>
<td>MS/HS Agriscience ES Music HS (9-11) English Language Arts MS/HS (9) Science HS Engineering &amp; Automotive ES School Counseling</td>
<td>MS/HS Math MS/HS Spanish MS/HS French HS American Sign Language MS/HS School Counseling</td>
<td>ES/MS/HS Social Studies Personal Financial Literacy ES English Language Arts</td>
<td>ES Science ES/MS/HS Health HS Chinese</td>
<td>ES/MS/HS Physical Education HS German HS Italian HS Social Studies Electives</td>
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<td>4</td>
<td>Implement Plan, Monitor Data &amp; Jury</td>
<td>HS Science Electives English Language Arts (7) PK Literacy HS Family Consumer Science MS/HS French</td>
<td>English Language Arts (8) PK Math HS Business Education MS Family Consumer Science MS Technology Education</td>
<td>MS/HS Agriscience ES Music HS (9-11) English Language Arts MS/HS (9) Science HS Engineering &amp; Automotive ES School Counseling</td>
<td>MS Math HS Math MS/HS Spanish MS/HS French HS American Sign Language MS/HS School Counseling</td>
<td>ES/MS/HS Social Studies Personal Financial Literacy ES English Language Arts</td>
<td>ES Science ES/MS/HS Health HS Chinese</td>
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<td>5</td>
<td>Implement Plan, Monitor Data &amp; Jury</td>
<td>MS/HS Spanish</td>
<td>HS Science Electives</td>
<td>English Language Arts (8) PK Math HS Business Education MS Family Consumer Science MS Technology Education</td>
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<td>6</td>
<td>Implement Plan, Monitor Data &amp; Jury</td>
<td>ES/MS/HS Physical Education ES/MS/HS Health Education ES Art MS/HS Music English Language Arts (6) ES Math HS Math Electives ES/MS/HS School Counseling</td>
<td>MS/HS Spanish</td>
<td>HS Science Electives</td>
<td>English Language Arts (7) PK Literacy HS Family Consumer Science MS Technology Education</td>
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<tr>
<td>7</td>
<td>Implement Plan, Monitor Data &amp; Jury</td>
<td>ES/MS Science</td>
<td>ES/MS/HS Physical Education ES/MS/HS Health Education ES Art MS/HS Music English Language Arts (6) ES Math HS Math Electives ES/MS/HS School Counseling</td>
<td>MS/HS Art</td>
<td>HS Science Electives</td>
<td>English Language Arts (7) PK Literacy HS Family Consumer Science MS Technology Education</td>
<td></td>
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<tr>
<td>8</td>
<td>Evaluate, Review &amp; Recommend</td>
<td>Personal Financial Literacy MS/HS Agriscience MS/HS Math</td>
<td>ES Social Studies</td>
<td>ES/MS/HS Physical Education ES/MS/HS Health Education ES Art MS/HS Music English Language Arts (6) ES Math HS Math Electives</td>
<td>MS/HS Art</td>
<td>HS Science Electives</td>
<td>English Language Arts (7) PK Literacy HS Family Consumer Science MS Technology Education</td>
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</tbody>
</table>

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Curriculum Review Process

Phases 1: Collect & Review Data. Research & Plan
- Use the District rubric for assessing current curriculum, programming, instruction, and assessment
- Include students in the review process to provide input
- Include parents and community members in the review process to provide input
- Review current literature/research
- Review student performance data
- Review state and national standards (including relevant associated area standards)
- Determine prepared Graduate expectations Characteristics to be addressed
- Review additional areas of related curriculum

Phases 2: Develop Content Essential Documents, Pacing Guides/Maps & Interim Common Formative Assessments
- Review the District’s vision, goals and belief statements
- Unwrap the content area or course standards
- Lead the CED Development Process
  - Develop Learning Expectations for the course or content area
  - Identify the learning expectations as essential for the course or content area
  - Develop the pacing guide/curriculum map
  - Identify and record the Evidence Outcomes
  - Write the interim common formative assessments to align with essential standards
  - Relevance and application considerations when developing Evidence Outcomes
  - CCCR skills, strategies, opportunities
  - Nature of Discipline

Phases 3: Select Resources for Adoption
- Use a curriculum review tool to explore and rate resources for effectiveness
- Contact relevant vendors for current curriculum resource samples and overviews
- Establish Curriculum Resource selection teams
- Narrow resource selection options
- Prepare the Request for Proposal (RFP)
- Establish the implementation plan and professional learning support

Phases 4-7: Implement Plan, Monitor Data & Jury
- Implement the curriculum and resources
- Use the Jury process to monitor
- Review student data interim & summative
- Review anecdotal notes from teachers suggestion
- Review essential learning expectations and assessments for alignment
- Complete the Recommendation for Changes to Content Essential Documents
- Make changes in Content Essential Documents and republish the revised edition indicating the date, month and year of the revision.

Phases 8: Evaluate, Review & Recommend
- Assess effectiveness of curriculum as compared to current and longitudinal student data
- Review the common formative interim assessments and related essential learnings
- Comprehensive data review of student data to include:
  - Common Formative Interim Assessments
  - Summative Assessments
  - Performance Assessments
- Based on the data review results, make a recommendation to readjust, revise, and replace adopted curriculum and resources
- If replacing, review to the planning stage and follow the process
Professional Development in 2020-21 School Year

Literacy

- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Phonological Awareness, Phonemic Awareness and Phonics Instruction
- Culturally and Linguistically Responsive Teaching - Literacy Coaches and Behavior Support Teachers
- Literacy Intervention (Take Flight, a comprehensive intervention for students who have language-based learning differences)

Mathematics

- Stepping into Bridges for New Educators
- Teaching Mathematics 2020-21
- Seesaw & Mathematics
- Mathematics Assessments 2020-21
- Differentiation in Mathematics
- PK Stepping into Bridges & Follow-up Sessions
- Monthly Bridges Unit Overview Videos
- Individual Building Professional Learning Opportunities
- Add+Vantage Math Recovery Course 1 and 2
- Geometry & Algebra Advocate Collaboration
- Bridges Intervention Training
- Monthly District Secondary Math Curriculum and Assessment Collaborative Sessions

Secondary Math

- AVMR (Add+Vantage Math Recovery) Course 1 & 2 (2020)
- Middle School Math Curriculum & Assessment Jurying (all interested) 2021
- High School Math Curriculum & Assessment Jurying (all interested) 2021

Science

- 9th Grade Physical Science Resource Rollout
- 6th - 8th Grade Science Resource Rollout

Pupil Services

- Suicide Prevention
- Restorative Practice
- Psychological First Aid
- Non-Violent Crisis Intervention Training - initial training and renewal
- De-escalation Strategies
- Social-Emotional Learning (Zones of Regulation, Leader in Me, Dialectical Behavior Therapy in Schools)
- Caregiver Capacity Activities (Mindfulness, Listening Circles, and Compassion Resilience)
- Trauma Sensitive Schools
- CHAMPS Classroom Behavior Management
Equity

- Cultural and Linguistic Responsive Teaching
- Equity and Social Justice Institute
- Courageous Conversations Confabs
- Centralized Series of Support, for New Educators
  - Danger of a Single Story
  - Understanding Identity
  - Microaggressions
  - Talking about Race
- YWCA Greater Green Bay’s Stand Against Racism Series

Special Education

Trainings to address behaviors and Social Emotional Learning (SEL) presented by the Behavior Focus Program Support Teachers (PSTs):

- A series of three presentations on behavior for new Special Education hires
- SEL Libraries for Special Education featuring EVERFI, January 11 or 12, 2021 - Open to any Special Education staff who are interested in SEL
- SEL Libraries for Special Education - Using the SEL Components Matrix from WDPI, a library was developed by the Behavior PSTs for lessons and resources specific to each component
- Understanding Challenging Behaviors, June 16, 2021 An opportunity for any Special Education Teachers/Paraprofessionals to learn how to address challenging behaviors
- Behavior Focus, June 17, 2021 - Additional learning around the SEL curriculum and behavioral strategies for Behavior Focus staff

Trainings to address academic instruction and supports presented by Academic Focus PSTs:

- New Teacher Training Literacy, September 20, 2020 - This training was a collaborative effort between literacy coaches and Academic PSTs. Participants gathered an understanding of reading data and discussed next steps in planning instruction related to the reading progression.
- New Teacher Training Literacy, January 26, 2021 - This training was a collaborative effort between literacy coaches and Academic PSTs. Participants learned strategies they could apply to drive instruction toward mastering students’ IEP goals.
- New Teacher Training Literacy and UDL, March 30, 2021 - This training was a collaborative effort between literacy coaches and Academic PSTs. Teachers discussed how to analyze writing samples to guide instruction and were given an overview of Universal Design for Learning.
- Special Education Elementary Bridges Math Intervention Collaboration - The Academic PSTs hosted optional Elementary Bridges Math Intervention Collaboration every other week in October and November 2020. The collaboration was in response to Special Education teachers’ request to work with and share ideas with teachers in other buildings.
- Special Education Elementary Intervention Collaboration: The Academic PSTs hosted optional Intervention Collaboration two (2) times every other week from December 2020-May 2021. The collaboration was in response to Special Education teachers’ request to work with and share ideas with teachers in other buildings.
New Teacher IEP Training

- Welcome New Teacher Training, August 2020 - We provided an overview of our IEP software and discussed IEP writing. Staff was provided with resources that they would be able to use throughout the year for IEP writing, implementation and best practice.
- Individualized Education Programs (IEP) Overview, Nov 17, 2020 - Provided an overview of IEP writing and took staff through the five (5) steps in writing an IEP. It covered the five (5) whys, disability related needs, and service alignment. Current IEPs were reviewed for compliance.
- IEP Compliance vs. Best Practices, February 28, 2021 Reviewed IEP writing and reevaluation processes (Individual and Group work time to review IEPS)
- Wrap Up, May 4, 2021 - Staff were provided with an end of the year check in. Staff were able to demonstrate what they had learned over the course of the year.

Seclusion and Physical Restraint

Wisconsin Act 118, which addresses the use of seclusion and physical restraint in public schools, went into effect on March 4, 2020. Training was provided to staff regarding updates/changes to the guidance and mandates surrounding seclusion and restraint.

Wisconsin Act 118 Presentation
School Improvement Planning for 2021-22

Continuous Improvement Planning Guide

The objective of the Continuous Improvement Planning Guide is to:

1. Expand understanding of how the district is operationalizing the Board’s mission, vision, core values and strategic actions.

2. Ensure that our collective understanding of our specific annual district action steps move us towards meeting our five-year goals toward the District's strategic priorities of Academic Excellence, Personalized Pathways, Engagement, and Thriving Workforce.

3. Increase understanding of our district leadership priorities and non-negotiables, including our efforts to clearly articulate, monitor and support them.

4. Expand understanding by sharing our framing and supporting documents and tools that are key to these efforts.

5. Create greater clarity in the defining of our continuous improvement systems, processes, and terminology.

Multi-Level Systems of Support (MLSS)

Our Multi-Level Systems of Support is the key framework for academic and behavioral efforts within our district.

The purpose of this comprehensive MLSS framework is to provide information and procedural direction to the district and each school’s Learning Support Team in order to cohesively support the faculty in its implementation and provide consistency with practice and decision-making across the district.

Additional support in the area of behavior can be found in the behavioral framework. The scope of this document focuses on a problem-solving process. Clearly articulated Elementary and Secondary Support Plans are provided to further define our specific actions, measures, and non-negotiables.

Achievement Gap Reduction (AGR) Report

The purpose of this Achievement Gap Reduction (AGR) report is to provide an update on individual school progress toward goal attainment through specific strategy implementation in grades kindergarten through third at identified schools that hold an AGR contract with the Wisconsin Department of Public Instruction. In 2015, nine schools in the Green Bay Area Public Schools District were identified as AGR based on the percentage of students’ economic-disadvantaged level (low-socioeconomic status). The identified elementary schools were: Danz, Eisenhower, Fort Howard, Howe, Jefferson, Lincoln, Nicolet, Sullivan, and Tank. Additionally, kindergarten students at the Early Learning Center were included in the AGR schools until they joined their home schools at Danz, Eisenhower, and Sullivan at the beginning of the 2019-2020 school year. At the start of the 2020-2021 school year, Jefferson Elementary’s AGR grant contract was transferred to Elmore Elementary due to the consolidation of Jefferson with Fort Howard Elementary and repurposing of Jefferson to a Head Start site.

Achievement Gap Reduction (AGR) Board of Education Mid-Year Update

Achievement Gap Reduction (AGR) Board of Education End-of-Year Report
School Improvement Plans for 2020-21

Each of the District’s schools has a School Improvement Plan which summarizes the school’s achievement goals, measures of success, learning focuses, and action steps. Click the links below to see the plans for 2020-21 for each school. These documents are also available on each school’s website.

Early Learning
- Head Start

K-8 Schools
- Aldo Leopold Community School
- Red Smith School
- Leonardo da Vinci School for Gifted Learners

Charter Schools
- Northeast Wisconsin School of Innovation
- John Dewey Academy of Learning

Alternative School
- Dr. Rosa Minoka-Hill School
- Bayview

Elementary Schools
- Baird Elementary School
- King Elementary Children's Center for Engineering
- Beaumont Elementary School
- Langlade Elementary School
- Chappell Elementary School
- Lincoln Elementary School
- Danz Elementary School
- MacArthur Elementary School
- Doty Elementary School
- Martin Elementary School
- Eisenhower Elementary School
- McAuliffe Elementary School
- Elmore Elementary School
- Nicolet Elementary School
- Fort Howard Elementary School
- Sullivan Elementary School
- Howe Elementary School
- Tank Elementary School
- Jackson Elementary School
- Webster Elementary Children's Center for Integrated Arts
- Kennedy Elementary School
- Wequiock Elementary School
- Wilder Elementary School

Middle Schools
- Edison Middle School
- Lombardi Middle School
- Franklin Middle School
- Washington Middle School

High Schools
- East High School
- Southwest High School
- Preble High School
- West High School