

# **SPECIAL SCHOOL BOARD MEETING**

## **TABLE OF CONTENTS**

**OCTOBER 10, 2016**

### **Agenda**

<b>Mission, Vision, Beliefs</b>	<b>1</b>
<b>Multi-Year Strategic Plan</b>	<b>2</b>
<b>Board Informer Open Session</b>	<b>3</b>
<b>I.T. Report</b>	<b>4-5</b>
<b>Results Policy #2: Academic Performance - Mathematics</b>	<b>6-16</b>
<b>Board-Supt. Relations #4: Delegation of Authority to the Supt.</b>	<b>17-20</b>

SCHOOL DISTRICT OF WISCONSIN DELLS

SPECIAL SCHOOL BOARD MEETING

MONDAY, OCTOBER 10, 2016

6:30 P.M.

**HIGH SCHOOL LIBRARY-MEDIA CENTER**

Wisconsin Dells High School

520 Race Street

Wisconsin Dells, WI 53965

\*\*\*\*\*

"This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda."

"Upon request to the District Administrator, submitted twenty-four (24) hours in advance, the District shall make reasonable accommodation including the provision of informational material in an alternative format for a disabled person to be able to attend this meeting."

AGENDA

- 1.0 Call to Order
- 2.0 Roll Call (Kathy Anderson, John Campbell, Jennifer Gavinski, James McClyman, Robert McClyman, Joey Van Dinter, and Jesse Weaver)
- 3.0 Approval of Agenda
- 4.0 Public Comment/General Subject Matter Discussion
- 5.0 New Business
  - 5.1 Information Technology Report on Summer Projects & Future Projects
  - 5.2 Consideration of Results Policy #2: Academic Performance - Mathematics
  - 5.3 Consideration of Board/Superintendent Relations #4: Delegation of Authority to the Superintendent
- 6.0 Adjournment

Posted: October 5, 2016

## BOARD INFORMER

10-10-2016

Meeting Time: 6:30 p.m.

# We are WD

## Our Mission

Connect • Inspire • Achieve  
Everyone. Every day.

## Our Vision

Cultivating academic excellence today for a stronger community tomorrow.

## Our Beliefs

We set high academic standards and expect each student to reach his/her full potential.

We are committed to the whole child: healthy, safe, engaged, supported, and challenged.

We embrace our diversity, integrate equitable practices, and believe all students will be successful regardless of race, income, gender, sexual identity and learning differences.

We partner with families and community to develop informed and responsible citizens.

We collaborate to support individuals and families.

We deliver a consistent and rigorous curriculum in every classroom.

We value adult learning as a key to student learning.

We pursue innovative ideas, evidence-based practices, and modern technologies.

We seek to provide physical environments that facilitate high levels of learning and serve the needs of our community.

**We live our mission and strive for our  
vision.  
This is WD.**

# **School District of Wisconsin Dells Multi-Year Strategic Plan June 2016**

## **Core Strategies**

*The following four core strategies organize our continuous improvement work at the system and at the school level over the long-term. Our core strategies are further defined and supported by our strategic objectives. We will focus on key performance objectives each year within these identified areas in order to meet our system's mission, vision, and belief statements.*

- **Student Growth and Achievement**
- **District and Community Engagement**
- **Professional Growth and Leadership**
- **Facilities, Finance, and Operations**

## **Strategic Objectives**

### **Student Growth and Achievement**

Use data-driven, culturally-responsive instruction to improve K-12 literacy and to ready learners for colleges and careers.

### **District and Community Engagement**

Connect with the community to promote our district and best serve our students and families.

### **Professional Growth and Leadership**

Enhance student learning and retain top talent by supporting creative implementation of high-impact instructional strategies and targeted professional development.

### **Facilities, Finance, and Operations**

Implement a long-term plan that ensures safe, clean, and healthy facilities that foster multiple student learning pathways while maintaining fiscal responsibility.

## New Business:

1. The first item of new business is an update from Director of Technology, Nick Jacobe. He has provided you with a one page narrative report on a variety of topics and can elaborate more if you have questions regarding items that he has reported on. Overall, I certainly commend Mr. Jacobe for the completion of a high number of projects during the summer months. As a result, the district's network is operating on a consistent basis. The second piece of his report is a monthly log of resolving work tickets. This report has data from September 2016 and compares the response time to last year as well as compares the number of work tickets issued last month. Overall, the goal is to see a good reduction in work tickets through a more stable performing network. I will leave the rest for Mr. Jacobe to report on Monday night.
2. Like last month, we are providing you with a narrative summary including some historical assessment data of how the District has been performing in the content area of mathematics. This report comes on the heels of an update from Math Literacy Coach Kerri Ryan as well. As noted last month, when there was some comparison between literacy and mathematics, the latter is an area that the District has been performing better on but still is an area of focus for how can the District show continuous improvement. Please see the attached narrative summary for your review.
3. Please see the B/SR-4 Delegation of Authority to the Superintendent. This policy calls for the review of on an annual basis. Please read through and answer the following two questions that this monitoring report seeks board member input on in determining whether it is in compliance.
4. Lastly, a group photo of the school board will be taken at the regular meeting on Monday, October 24, at 6:55 p.m. in the LMC. This will take place just before the start of the meeting.

Thanks,

Terry

## I.T. Board Report October 2016

It's been a great start to the 2016-17 school year. Over the past few months we have made some major improvements to technology at all of our locations. I'd like to share a few highlights and some comparisons from last year.

First our network infrastructure has been upgraded / updated district wide. Last year during the first month of school, we averaged 2-3 unplanned network outages a week. This effected different parts of the district for varying amounts of time. So far this year we have had 1 unplanned outage at Neenah Creek that was due to an issue with the Internet Service Provider. We also upgraded our bandwidth available in the district that will put us in line with our neighboring districts. We are continuing to monitor our bandwidth usage and will make adjustments as needed.

Second our district / school webpages have been officially launched. This is a much more modern looking and responsive website. One of the more exciting parts is that it's available on more than just desktops it is adaptive and will automatically adjust to a mobile device or tablet. Since more of the traffic directed at website is via a smart device it makes us more easily accessible. There have already been a couple trainings for those that will be maintain the site and keeping them up to date. There are still a few links that we brought over that the schools will need to update but a majority of the work is complete.

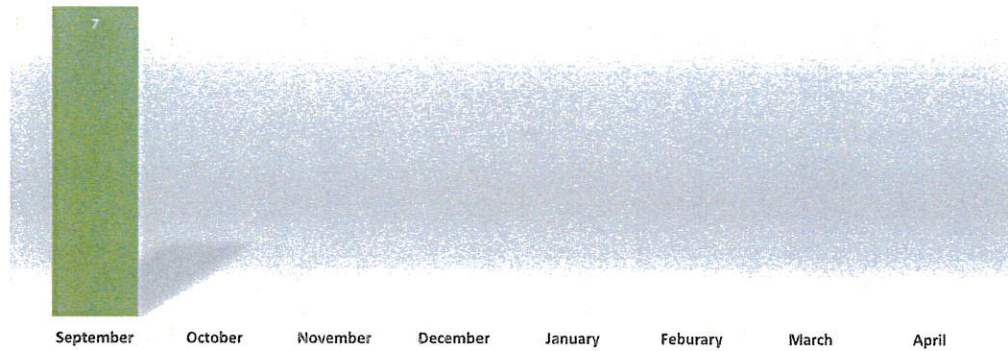
Last involves student network access. In the past it took multiple days for a student to get setup with network and e-mail access. As of this year we have been able to automate that process and within 24 hours of the student being officially enrolled in the district their accounts are configured. This has been a huge time saver and the feedback from teachers has been positive.

On a different topic, there is a new grant available from DPI that will help us pay for the network equipment we purchased this summer from e-rate. The amount we are eligible for is the 20% we had to pay out of pocket, which is about \$18,000. If approved that would mean, we would get that money back to use on other technology projects and our e-rate upgrades would have been completely government funded. That will be submitted as soon as possible and hopefully we will know that status before the end of the year.

Included is our work request ticket count from the past month. As expected we have a high amount of tickets submitted at the start of the year, however, it's less than this time last year. With the new network equipment and other new hardware where we have had a large number of hardware issues, that is much less at this time. I am also building a refresh plan to start replacing desktops, laptops, and cloud devices on a regular basis to keep our technology current and functional for our students and staff.



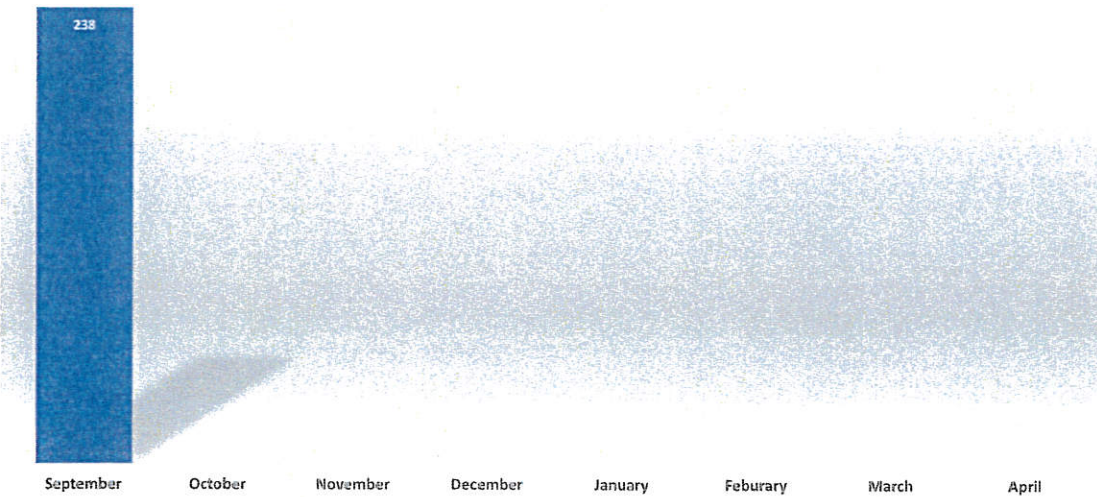
Average Resolution Time  
in Days



2016-2017	September	October	November	December	January	February	March	April
Average Resolution Time (Days)	7							

2015-2016	September	October	November	December	January	February	March	April
Average Resolution Time (Days)	6	4	3	4	4	3	3	2

Ticket Count



2016	September	October	November	December	January	February	March	April	Total
Ticket Count	238								238

2015	September	October	November	December	January	February	March	April	Total
Ticket Count	299	183	146	109	160	142	95	88	1222

## *Policy Type: Results*

### **Academic Performance**

Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals. Each student will achieve at or above grade level in the following disciplines:

1. Language Arts
2. Math
3. Science
4. Social Studies
5. The arts, including music, art and drama
6. Technology
7. Physical education

Students will graduate career and/or college ready, having successfully completed career or technical programs; and/or, graduate with an ACT score at or above the state average.

Priority is focused on reading, writing and math achievement as fundamental to any further achievement.

Adopted: 2016

*Monitoring Method:*     *Board self-assessment*

*Monitoring Frequency:*   *Language Arts: Annually in September*

*Math: Annually in October*

*Science: Annually in November*

*Social Studies: Annually in November*

*The Arts: Annually in February*

*Technology: Annually in February*

*Physical Education: Annually in February*

School District of Wisconsin Dells Board of Education





## SDWD Mathematics Update October 10, 2016

The following information is to provide the School District of Wisconsin Dells Board of Education with updated information (including brief historical data) on student performance in the area of Mathematics:

### Grades 4K-2

- In 4K, we have no set curriculum resource for mathematics (such as Everyday Math). That said, the *Little Treasures* curriculum does include some basic numeracy content. Students are assessed in class on foundations of mathematics including numeracy and concepts of numbers such as if they can sort objects on a common attribute (color, size, etc.), recognizing the difference between letters and numbers, and recognizing AB patterns in repetition.
- There are no state required achievement tests in grade levels 4K-2, nor is there a required "screener" as there is for reading. In years past, we have given the *Star Early Literacy Assessment* that included small amounts of numeracy including counting, number naming, number identification, number object correspondence, sequence completion, operations and algebraic thinking, composing, and decomposing, measurement, and data. We currently utilize our classroom assessments to give us these data.
- In Kindergarten, students enter into our *Everyday Math* Curriculum and follow the curriculum through grade five. Students are assessed on counting, operations and algebraic thinking, number and operations in base ten, measurement and data, and geometry.
- First graders continue in the *Everyday Math* Curriculum and are assessed in the same areas but obviously the content grows in complexity and rigor to align with the college and career readiness indicators at each grade level.
- Beginning in second grade, students take the *Star Math Assessment* three times per year. We utilize these assessments to gauge growth and understanding and establish student percentiles with their peers.

5 year trend for the GRADE LEVEL WKCE (2012-2014) Badger (2015) Forward (2016). Numbers in the Tables Represent Percentages of Students Scoring Proficient or Advanced:

### Grade 3 Class of 2025

Grade	Year	SDWD Math	State Avg. Math
3	2011-12	51.4	51.2
3	2012-13	51.9	48
3	2013-14	51.2	50.2
3	2014-15	50.4	51.4
3	2015-16	Embargoed	Embargoed

## SDWD Mathematics Update

October 10, 2016

- When comparing student performance in Mathematics at the 3<sup>rd</sup> grade level, the SDWD has outperformed their peers around the state in three of the four years listed above. We can infer that this group outperformed their peers across the state in 2015-16 as well.
- The Common Core State Standards have increased the complexity of mathematics and literacy instruction including a focus on the *Standards for Mathematical Practice* (Practice Standards). We have been involved in intensive professional development over the past three years (more on this at the end of the report). In response, we have begun to specialize more in math instruction beginning in 3<sup>rd</sup> grade at Spring Hill. For example, two teachers pair up with one focusing on math and one on literacy. Throughout the day, these teachers split their kids (locally, we refer to this as “platooning”). This allows our teachers to focus in more on one of the two main contents which, in turn, leads to more focused professional development for specific teachers in a specific content. Currently, this model is only in practice at Spring Hill because of the larger amounts of sections and teachers. That said, it is in consideration to follow a similar model at Lake Delton and Neenah Creek Elementary Schools across particular grade levels.

### Grade 4 Class of 2024

Grade	Year	SDWD Math	State Avg. Math
4	2011-12	55.6	51.8
4	2012-13	48	49
4	2013-14	59.1	52
4	2014-15	55.4	47.6
4	2015-16	Embargoed	Embargoed

- 4<sup>th</sup> grade students in the SDWD have outperformed their peers around the state for three of the four years in the table above. We can infer that they did again in 2015-16.
- We have been piloting this idea of “platooning” for the past two school years at Spring Hill with two teachers. Beginning this year, all four 4<sup>th</sup> grade teachers are participating with two platoons.
- Again, this platooning and specializing concepts is in consideration at Lake Delton and Neenah Creek.

### Grade 5 Class of 2023

Grade	Year	SDWD Math	State Avg. Math
5	2011-12	37.2	51.6
5	2012-13	54.8	51
5	2013-14	46.2	50.8
5	2014-15	48.8	40.3
5	2015-16	Embargoed	Embargoed

## SDWD Mathematics Update

### October 10, 2016

- In 5<sup>th</sup> grade, we don't have the consistency of positive comparisons that we have in 3<sup>rd</sup> and 4<sup>th</sup> grades historically.
- For many years, the 5<sup>th</sup> grade schedule at Spring Hill has allowed students to rotate through more of a middle-school type schedule. This has allowed teachers to specialize a little more in a certain content when compared to a traditional elementary schedule. The schedule, however, does not allow for as much specialization as the current 3<sup>rd</sup> and 4<sup>th</sup> grade schedules at Spring Hill because 5<sup>th</sup> grade teachers still teach reading/writing and then another content such as mathematics, social studies, or science. An item for future consideration would be to truly allow our 5<sup>th</sup> grade teachers at Spring Hill to specialize in either math or literacy to maintain that specific focus referred to earlier in this report.
- Lake Delton and Neenah Creek run a traditional elementary schedule but just like 3<sup>rd</sup> and 4<sup>th</sup> grades, it is under consideration to allow for more specialization in the future.

#### Grade 6 Class of 2022

Grade	Year	SDWD Math	State Avg. Math
6	2011-12	29.6	46.2
6	2012-13	35.8	52.2
6	2013-14	47.4	47.2
6	2014-15	45.1	41
6	2015-16	Embargoed	Embargoed

- Our 6<sup>th</sup> grade students outperformed their peers around Wisconsin in 2013-14 and 2014-15. We believe 2015-16 will yield the same results.
- Our Middle School grades adopted a new math series prior to the 2014-15 school year. *Glencoe Math* was selected as the resource by the teachers after some background work with the *Common Core State Standards* including the *Standards for Mathematical Practice*. This resource series did not exist prior to CCSS, meaning it was built from scratch, based on Common Core, not modified in attempt of alignment.
- One piece that is embedded in the *Glencoe Math* series is the ALEKS online program. ALEKS is a personalized learning approach to mathematics. Students can receive curricular enhancements or interventions based on their math performance in ALEKS.
- We continue to try to find the balance of ALEKS in our regular math instruction and will continue to deliver professional development on best practices in implementation across our middle school. There are variances in philosophy of how to find the balance of online vs. traditional instruction across all levels of education.
- The middle school schedule in 2016-17 provides for 66 additional hours of mathematics instruction compared to 2015-16.

# SDWD Mathematics Update

## October 10, 2016

### Grade 7 Class of 2021

Grade	Year	SDWD Math	State Avg. Math
7	2011-12	52.7	48
7	2012-13	32	47.3
7	2013-14	37.2	48.2
7	2014-15	43.6	43
7	2015-16	Embargoed	Embargoed

- Our 7<sup>th</sup> grade students outperformed their peers around Wisconsin in two of the four reported years above. We believe the embargoed data will yield that our seventh graders were below state average in 2015-16.
- Our Middle School grades adopted a new math series prior to the 2014-15 school year. *Glencoe Math* was selected as the resource by the teachers after some background work with the *Common Core State Standards* including the *Standards of Mathematical Practice*. This resource series did not exist prior to CCSS, meaning it was built from scratch, based on Common Core, not modified in attempt of alignment.
- One piece that is embedded in the *Glencoe Math* series is the ALEKS online program. ALEKS is a personalized learning approach to mathematics. Students can receive curricular enhancements or interventions based on their math performance in ALEKS.
- We continue to try to find the balance of ALEKS in our regular math instruction and have continue professional development on best practices in implementation across our middle school. There are variances in philosophy of how to find the balance of online vs. traditional instruction across all levels of education.
- The middle school schedule in 2016-17 provides for 66 additional hours of mathematics instruction compared to 2015-16.

### Grade 8 Class of 2020

Grade	Year	SDWD Math	State Avg. Math
8	2011-12	41.5	44.5
8	2012-13	39.8	45
8	2013-14	34.7	48.2
8	2014-15	26.5	39.1
8	2015-16	Embargoed	Embargoed

- Our 8<sup>th</sup> grade students have not attained state average for the four reported years listed above nor do we believe they have during the embargoed year.
- 8<sup>th</sup> Grade Math is listed as the “*Post-Secondary Readiness*” indicator on the School Report Card issued by DPI and the State of Wisconsin. We traditionally have offered a more algebra-based section (accelerated) of math in 8<sup>th</sup> grade.

## SDWD Mathematics Update

### October 10, 2016

- Our Middle School grades adopted a new math series prior to the 2014-15 school year. *Glencoe Math* was selected as the resource by the teachers after some background work with the *Common Core State Standards* including the *Standards of Mathematical Practice*. This resource series did not exist prior to CCSS, meaning it was built from scratch, based on Common Core, not modified in attempt of alignment.
- One piece that is embedded in the *Glencoe Math* series is the ALEKS online program. ALEKS is a personalized learning approach to mathematics. Students can receive curricular enhancements or interventions based on their math performance in ALEKS.
- We continue to try to find the balance of ALEKS in our regular math instruction and have continue professional development on best practices in implementation across our middle school. There are variances in philosophy of how to find the balance of online vs. traditional instruction across all levels of education.
- There are currently longer period lengths for certain sections of 8<sup>th</sup> grade math for students who are targeted as needing more time for math instruction and intervention based on their past performance.

#### Grades 9-10 ACT Aspire Early High School Exam

- Wisconsin began to require this assessment for 9<sup>th</sup> and 10<sup>th</sup> Grades during the 2014-15 school year. The assessment works as a “system” through early high school in preparation for the actual ACT Exam as 11<sup>th</sup> graders. ACT creates College/Career Readiness benchmarks for the tested areas of reading, writing, English, Math, and Science. The state does not publish comparative numbers from other students in Wisconsin, so we use national averages for comparison and the results are un-embargoed. The numbers below are the percentage of students who met or exceeded benchmark in mathematics.
- ACT recently released a “Pre-ACT” exam for schools to utilize during the 10<sup>th</sup> grade year. For many years, our district required students to take Explore and PLAN tests, which were essentially pre-ACT assessments in 7<sup>th</sup>-10<sup>th</sup> grade. ACT Corporation retired these exams a few years back, but has now re-packaged them into a Pre-ACT exam. We currently are seeking the appropriate place to require the Pre-ACT for students in 10<sup>th</sup> grade and potentially 9<sup>th</sup>. Not having these data have created a dearth for our district because although ACT Aspire and the ACT Exam are aligned, moving from a three digit score with Aspire to a two digit score on ACT lacks clarity in how to use the college and career readiness standards.



## SDWD Mathematics Update

October 10, 2016

### Grade 9 Class of 2019:

	Math Benchmark	Math Average Score	Math % at Benchmark
SDWD	428	424	35
Nation	428	425	35

- This class has not achieved at or above state average on any state assessments going back to their 3<sup>rd</sup> Grade year.
- It is difficult comparing assessments without state comparisons but we will be able to track growth over the next two years with this cohort. As a district, we *should* be able to surpass national average on this assessment.
- Based on this *one year* of ACT Aspire Early High School Exam results, ACT has predicted that this cohort will attain the following average score on the 11<sup>th</sup> Grade ACT Exam in the Spring of 2018 (they will make another prediction after this group takes the same exam as 10<sup>th</sup> Graders):

✓ Math = 19.6 (would NOT surpass current state average)

### Grade 10 Class of 2018:

	Math Benchmark	Math Average Score	Math % at Benchmark
SDWD	432	427	28
Nation	432	426	32

- This cohort took ACT Aspire Early High School twice as 9<sup>th</sup> graders. Their second attempt (Spring 2015) was their score of record with DPI.
- 10<sup>th</sup> graders in the SDWD were comparatively lower in Math (4% below) than their peers across the country (in terms of percentages college/career ready), but exceeded the national average in math score.
- Based on *two years* of ACT Aspire Early High School Exam results, ACT has predicted that this cohort will attain the following average score on the 11<sup>th</sup> Grade ACT Exam in the Spring of 2017:

✓ Math = 19.9 (would NOT surpass current state average)

## SDWD Mathematics Update

### October 10, 2016

#### Grade 11 Class of 2017:

- The Class of 2017 is only the second class of students in Wisconsin required to take ACT Plus Writing as part of the state student assessment system.
- Our strategic achievement goals at WDHS are always to attain and surpass state average on ACT.
- Although results are embargoed, we can predict from our longitudinal tracking of Aspire data of the Class of 2017 that we will meet or exceed state average in various subjects including Math and the overall composite score for ACT. The board will be made aware of all assessment results when the state embargo is lifted.
- This class participated in ACT Aspire Early High School testing one time as 10<sup>th</sup> graders. From that one exam, ACT predicted that this cohort would score at 20.7 on the actual ACT Exam.

#### HS Math Curriculum

- After some background work in the CCSS for Mathematics, WDHS adopted the *Glencoe Math Series* which they implemented prior to the 2015-16 school year. This is a continuation of the middle school series which was implemented one year later. Currently, we do not subscribe to the ALEKS online component that we do at the middle school level.
- We currently offer AP Calculus AB and BC. There are high participation levels in these courses, and we continue to easily surpass State and National Averages for pass rate and score.
- Just as with the approach to literacy, improving skills in mathematics in pursuit of college and career readiness is a school-wide effort. The reality is that very few even entry level jobs don't require one to be able to work with data and statistics. Collectively growing our district understanding of the ACT College/Career Readiness Skills in Math and the Standards for Mathematical Practice across grade levels and departments will continue to benefit our students in pursuit of college and career readiness attainment.

# SDWD Mathematics Update

## October 10, 2016

### Math-Specific Professional Development Efforts:

- The creation and implementation of our *Flexible Professional Development (PD Flex) Program*, has allowed for much more focus on math-specific PD offerings. The table below provides a summary of some of these offerings and attendance.
- Kerri Ryan, the SDWD Elementary Math Coach, has been vital to the planning and facilitating of many of the math-specific PD Flex opportunities below:

#### Wisconsin State Mathematics Initiative Summer Institute (5 Days Each Year)

##### WSMI Summer Institute 2014

# of Teachers	Grades	Modules (1 Each for 5 Days)
3	Grade 1 Grade 3 Grade 4	K-2 Numbers and Operations in Base 10 3-5 Operations and Algebraic Expressions 3-5 Numbers and Operations-Fractions

##### WSMI Summer Institute 2015

# of Teachers	Grades	Modules (1 Each for 5 Days)
13	Grade 1 (2) Grade 3 (3) Grade 4 (4) Grade 5 Grade 6 Grade 7 Grade 8	K-2 Numbers and Operations in Base 10 3-5 Numbers and Operations—Fractions (Algebraic Thinking) 3-5 Numbers and Operations—Fractions (Algebraic Thinking) 3-5 Numbers and Operations—Fractions 6-8 Expressions and Equations 6-8 Ratios and Proportional Relationships 6-8 Expressions and Equations

##### WSMI Summer Institute 2016

# of Teachers	Grades	Modules (1 Each for 5 Days)
15	Kindergarten Grade 1 Grade 2 Grade 3 (3) Grade 4 (2) Grade 5 Grade 6 (2) Grade 7 Grade 8 High School Math Coach	K-2 Numbers and Operations in Base 10 K-2 Numbers and Operations in Base 10 K-2 Numbers and Operations in Base 10 3-5 Numbers and Operations—Fractions 3-5 Numbers and Operations—Fractions 3-5 Numbers and Operations—Fractions 6-8 Expressions and Equations; 6-8 Statistics 6-8 Ratios and Proportional Relationships 6-8 Expressions and Equations High School Statistics and Probability K-2 Numbers and Operations in Base 10

# SDWD Mathematics Update

## October 10, 2016

### Math Specific Book Study Options

Offering	Book	Facilitator	Number of Teachers	Grade Levels
Summer 2015	<i>What's Math Got to Do With It?</i>	Kerri Ryan	19	14 Elementary 3 Middle 1 High
Summer 2016	<i>What's Math Got to Do With It?</i>	Kerri Ryan	10	9 Elementary 1 High
Summer 2016	<i>Mathematical Mindset</i>	Kerri Ryan	19	13 Elementary 4 Middle 2 High
Fall 2016	<i>Principles to Actions: Ensuring Mathematical Success for All</i>	NCTM Online	1	1 High

### Other 2016-17 Math PD Flex Opportunities:

Event	Date	Description	Number of Teachers	Grade Levels
Standards for Mathematical Practices Summer Workshop Part I	8/16	The Standards for Mathematical Practices are central to the teaching and learning of mathematics. These practices describe the behaviors and habits of mind that are exhibited by students who are mathematically proficient. Part I is designed for those who have not attended WSMI and will provide the basics of the 8 SMP's.	6	Elementary
Standards for Mathematical Practices Summer Workshop Part 2	8/16	Part II is designed for those who have a bit more background or who attended Part I.	6	Elementary
How To Conduct Number Talks	8/16	<i>A Number Talk</i> is a powerful tool for helping students develop computational fluency. In this session you will learn how to conduct Number Talks as part of a short and ongoing daily routine. Number Talks are structured as short sessions alongside (but not necessarily related to) the ongoing math curriculum.	10	Elementary
How To Conduct Number Talks	8/30	<i>A Number Talk</i> is a powerful tool for helping students develop computational fluency. In this session you will learn how to conduct Number Talk <sup>1</sup> / <sub>5</sub> art of a short and ongoing daily routine. Number Talks are structured as	8	Elementary

## SDWD Mathematics Update October 10, 2016

		short sessions alongside (but not necessarily related to) the ongoing math curriculum.		
Standards for Mathematical Practices Ongoing Workshop Series	9/13	<u>A Deeper Look at SMP #'s:</u> 1. <i>Make sense of problems and persevere in solving them;</i> 6. <i>Attend to precision</i>	11	10 Elementary 1 High
Rekenrek Workshop	11/10	Rekenrek is a math tool used for anchoring numbers and growing number sense in the early grades.		
Standards for Mathematical Practices Ongoing Workshop Series	11/15	<u>A Deeper Look at SMP #'s:</u> 2. <i>Reason abstractly and quantitatively;</i> 3. <i>Construct viable arguments and critique the reasoning of others.</i>		
Mathematical Questioning	12/6	Creating math tasks that encourage questioning and student discourse 4K-12. Depth of knowledge in questioning in math.		
Standards for Mathematical Practices Ongoing Workshop Series	1/10	<u>A Deeper Look at SMP #'s:</u> 4. <i>Model with mathematics;</i> 5. <i>Use appropriate tools strategically</i>		
Standards for Mathematical Practices Ongoing Workshop Series	3/7	<u>A Deeper Look at SMP #'s:</u> 7. <i>Look for and make use of structure;</i> 8. <i>Look for and express regularity in repeating reasoning</i>		

### CESA #5 Math Network:

- We currently have three teachers (1 from each level) who are part of and attend the CESA #5 Math Network.
- This group meets with other CESA #5 math teachers to collaborate about instruction, programming, and learning.



## School District of Wisconsin Dells Internal Monitoring Report

**Policy Type: Board-Superintendent Relations**

**Policy Title: B-SR 4 Delegation of Authority to the Superintendent**

**Date:** 10/10/2014

---

**Policy Statement:** The means by which the Board will direct the Superintendent shall be through its written Results and Operational Expectation policies. The Superintendent will be allowed any reasonable interpretation of these policies.

Accordingly:

- a. The Board will maintain Results policies specifying defined results for specified recipients. These policies will be devised and adopted in the order of the broadest and most general level first to more specific levels afterward, as determined by the Board.
- b. In the same manner, The Board will develop Operational Expectations policies which express the Board's values about operational conditions and actions. These values will be stated as directives. Certain other values represent actions and conditions that are to be avoided, and will be stated prohibitively.
- c. Using any reasonable interpretation of the Board's Results and Operational Expectation policies, the Superintendent is authorized to develop administrative policies and practices, make all decisions and take all actions (s)he deems appropriate to achieve the Board's Results policies. The collation of what has been the Board's official policies shall hereafter be administrative policy, subject to revision by the Superintendent within the constraints of the operational policies.
- d. As with all policy, the Board's Results and Operational Expectation policies are dynamic and subject to updating and change by the Board. The Board recognizes that in doing so, the boundary between Board and Superintendent domains will shift; and adding policies in these areas will constrain the latitude of choice given the Superintendent. The Board will respect and honor any reasonable interpretation of its policies as they stand at any given point in time, even if the Board may have made different choices or decisions or taken different action.

**Interpretation:** The Board will govern through results policies and operational expectations. Also, the Board will respect any reasonable interpretation of its policies by the Superintendent.

**Monitoring Process:** All board members and the superintendent were contacted via email and/or mail and asked to respond with any potential violations.

**Data:**

\_\_\_\_\_ of seven responses were received and the following violations (if any) of B-SR-4 were reported.

- (List summary of responses here)

Official Board Response to Board Governance Policy  
Monitoring Report

**Policy Monitored:** B-SR 4 Delegation of Authority to the Superintendent

**Date of Board Review:** 10/10/2016

The School District of Wisconsin Dells has reviewed the internal monitoring report of this policy and makes the following conclusions:

1. \_\_\_ The Board finds itself to be in full and complete compliance.

---

---

2. \_\_\_ The Board is in compliance with this policy, noting the following exceptions:

---

---

---

***If Applicable:***

The Board determines the following action to be appropriate:

---

---

---

**Evaluation of Policy Relevance and Language**

The board approves the following action in regard to the continuing relevance of this policy and its language:

---

---

Signature of Board President \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Board Vice President \_\_\_\_\_ Date: \_\_\_\_\_

**Suggested Motion for Action:**

School District of Wisconsin Dells

Date: 10/10/2016

**Subject: B-SR 4 Delegation of Authority to the Superintendent**

**I move the Board approve Board/Superintendent Relations B-SR 4 Delegation of Authority to the Superintendent Monitoring Report as presented and verified by the Board in the attached Official Board Response to Board-Superintendent Relations Policy Monitoring Report.**

---