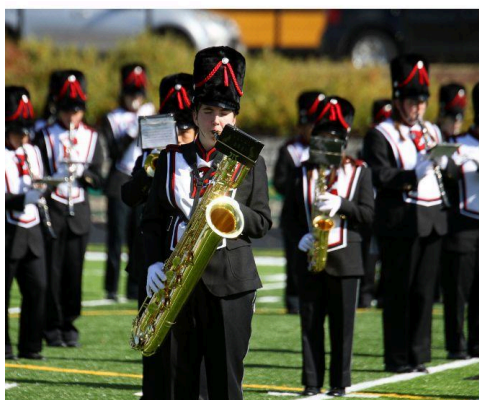


ANNUAL PROGRESS REPORT

FOR THE 2023-24 SCHOOL YEAR



Past reports: [2022-23](#), [2021-22](#), [2020-21](#)

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2023-24 Annual Progress Report

In the 2023-24 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 2023-24 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 3,600+ staff members in our District put forth every day to serve our 18,000+ students and their families at each of the 39 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://www.gbaps.org/aboutgbaps/departments>.

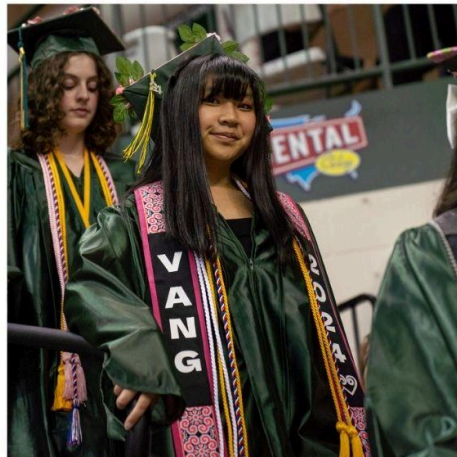
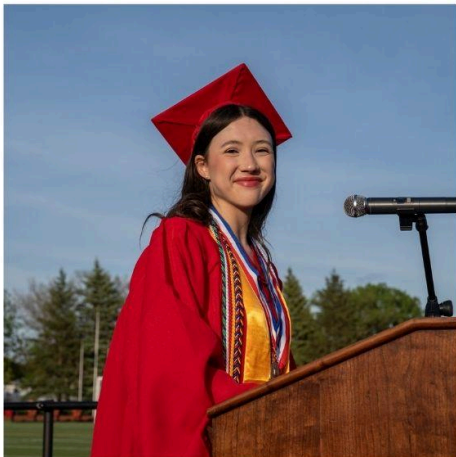
In addition, please visit the following pages to learn more about our talented staff and students and stay up to date on ongoing work within our District.

- [District Achievements](#)
- [Faces of GBAPS](#)

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

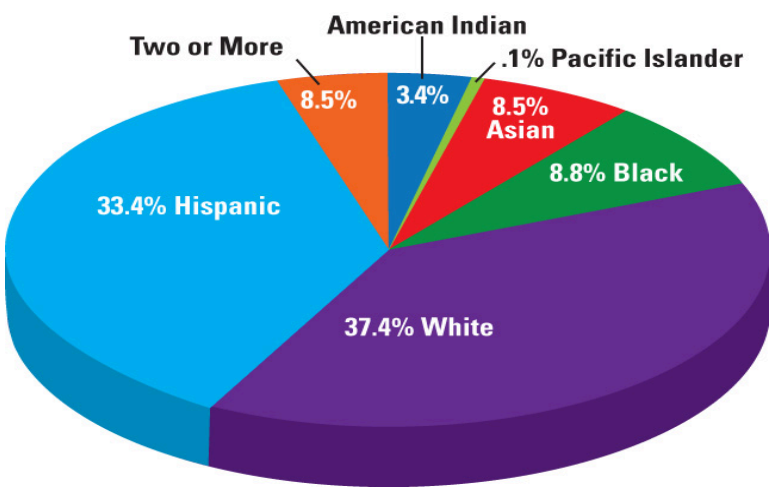
Vicki Bayer
Interim Superintendent

David Johns
Associate Superintendent



District Demographics

GBAPS student demographics for 2023-24 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 18,000 students. Our 39 schools offer many wonderful pathways to engage students and equip them with the skills to succeed in our diverse world.

Early Learning

[Head Start](#)

[OAK Learning Center](#)

K-8 Schools

[Aldo Leopold Community School](#)

[Leonardo da Vinci School for Gifted Learners](#)

[Red Smith School](#)

Charter Schools

[Northeast Wisconsin School of Innovation](#)

[John Dewey Academy of Learning](#)

Alternative School

[Dr. Rosa Minoka-Hill School](#)

Online Schools

[Katherine Johnson Academy of Enriched Virtual Learning 4K-8](#)

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](#)

[Webster Elementary Children's Center for Integrated Arts](#)

[Jackson Elementary School](#)

[Wilder Elementary School](#)

[Kennedy Elementary School](#)

Middle Schools

[Edison Middle School](#)

[Franklin Middle School](#)

[Lombardi Middle School](#)

[Washington Middle School](#)

High Schools

[East High School](#)

[Preble High School](#)

[Southwest High School](#)

[West High School](#)

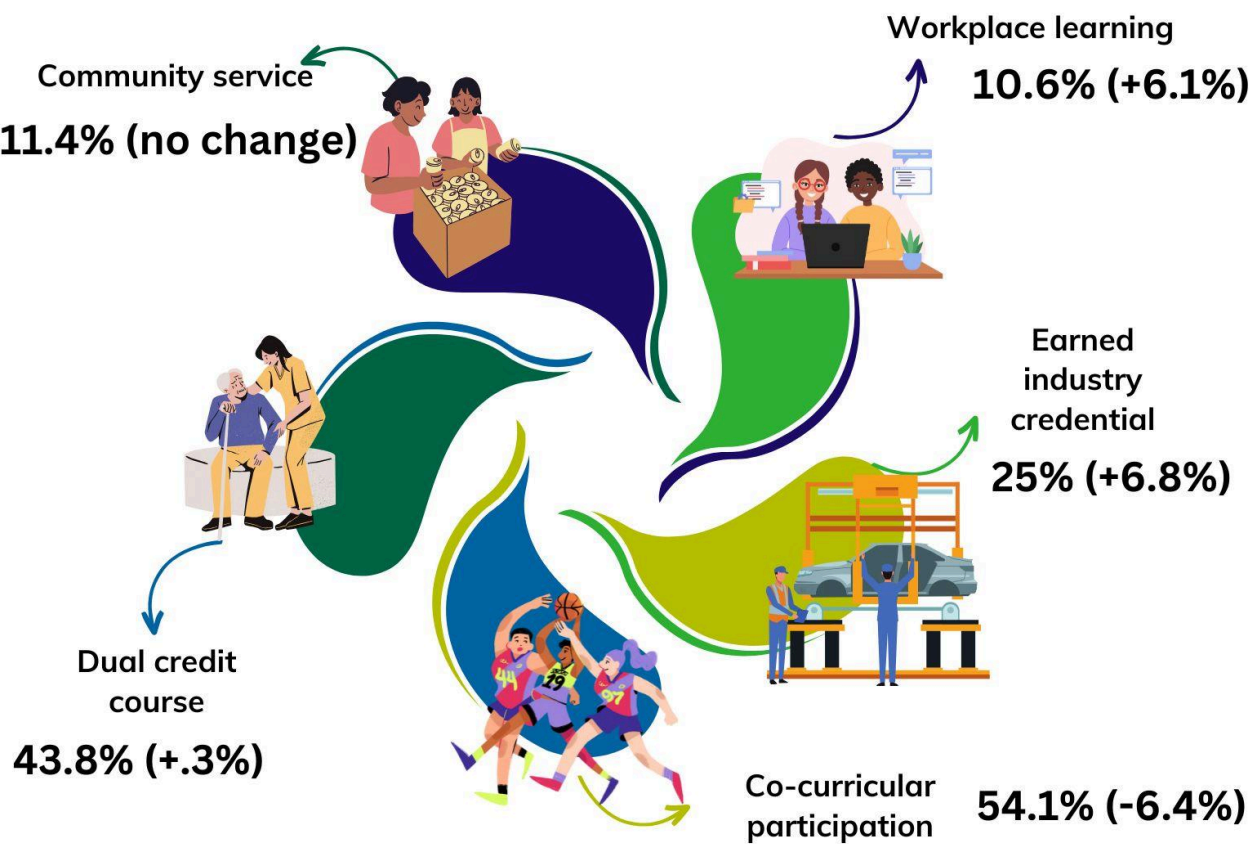


College, Career and Community Readiness

The State District/School Report Cards provide the public multiple sources of information about their district and local schools. The 2023-2024 Green Bay Area Public School District Report Card overall accountability score is represented in the Meets Expectation category. The complete District Report Card is linked below and is also available on the district's website.

[2023-2024 District Report Card](#)

Career Ready Indicators



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.

Class of	2016	2017	2018	2019	2020	2021	2022	2023
Green Bay	18.7	18.4	18.5	18.0	17.9	16.9	16.9	17.2
Statewide	20.5	20.3	20.4	20.1	19.9	19.1	19.3	19.4
National	21.0	21.0	20.8	20.7	20.6	20.3	20.8	19.4

Source: WISEDash; National composite score from ACT-released documentation.



Wisconsin Student Assessment System (WSAS)

The WSAS consists of the Forward Exam (3-8 & 10 [Only Social Studies is assessed via Forward at grade 10]), the PreACT Secure 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.

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. 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.

2023-2024 Wisconsin Student Assessment System								
% Proficient & Advanced								
	GB English	WI English	GB Math	WI Math	GB Science*	WI Science*	GB Social Studies**	WI Social Studies**
3rd Grade	36.2%	51.9%	42.3%	56.7%	--	--	--	--
4th Grade	40.6%	53.0%	44.3%	55.2%	39.1%	52.9%	50.9%	62.8%
5th Grade	37.5%	53.4%	40.7%	54.2%	--	--	--	--
6th Grade	37.0%	53.8%	39.4%	53.7%	--	--	--	--
7th Grade	32.3%	51.4%	34.2%	53.4%	--	--	--	--
8th Grade	31.4%	49.6%	30.7%	52.9%	31.5%	59.2%	38.2%	60.4%
9th Grade	28.2%	48.6%	31.2%	51.8%	14.1%*	29.8%*	--	--
10th Grade	24.5%	43.4%	23.5%	44.0%	13.9%*	29.3%*	27.3%	42.9%
11th Grade	29.6%	43.4%	26.6%	40.4%	25.5%	41.4%	--	--

Source: WISEDash

*Science: only taken in grades 4, 8, 9, 10, 11; Grades 9 & 10 reported as shown in WISEdash Public portal; WISEdash Secure only reports ELA and Mathematics for PreACT Secure.

**Social Studies: only taken in grades 4, 8, 10

ELA (Forward/ACT Aspire--PreACT Secure/ACT Statewide)

The table below represents student cohort data over multiple years including the most recent 2023-2024 school year. Coloring is used to allow the reader to track cohorts of students over multiple years. The data is read diagonally and coloring is used to allow the reader to track specific cohorts. It is important to note that the ELA (Forward/ACT Aspire/ACT) was not administered in 2019-2020 due to COVID 19. The coloring of the table has no significance and not all students remain in a specific cohort on an annual basis.

Grade Level	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022	2022-2023	*2023-2024
3rd Grade	31.0%	29.4%	27.0%	13.6%	21.7%	24.5%	36.2%
4th Grade	34.5%	32.4%	33.1%	16.3%	29.6%	29.1%	40.6%
5th Grade	34.0%	33.9%	29.1%	15.6%	26.8%	23.5%	37.5%
6th Grade	33.5%	31.1%	28.7%	15.6%	21.7%	22.9%	37.0%
7th Grade	30.0%	31.6%	30.3%	18.0%	19.9%	21.1%	32.3%
8th Grade	25.1%	23.4%	24.9%	12.8%	17.8%	18.1%	31.4%
9th Grade	28.4%	28.0%	22.5%	14.1%	22.0%	25.0%	28.2%
10th Grade	23.4%	24.3%	23.4%	13.2%	17.5%	22.3%	24.5%
11th Grade	26.6%	21.1%	22.9%	16.3%	20.5%	27.1%	29.6%

Source: WISEDash

*Note: In 2023-2024, the Forward exam for English language arts was updated to match standards adjustments. The results from 2023-2024 are not comparable to those of prior years.

Reading Readiness - Grades K-2

Reading readiness is critical in the early years of a student's academic career. In the primary grades in Green Bay Area Public Schools early literacy skills are taught and student progress monitored to best ensure that students are progressing towards grade level proficiency in reading. Examples of early literacy skills include the following:

- **Alphabet knowledge:** Knowing the names of printed letters.
- **Letter sound knowledge:** Knowing the sounds of printed letters.
- **Phonemic awareness:** Hearing, saying, and manipulating individual sounds in spoken words.
- **Decoding skills:** Connecting sounds to written letters to read printed words.
- **Oral vocabulary:** Understanding the meanings of words when speaking or listening.

The table below represents the percent of students in Kindergarten through Grade 2 that met the end-of-year benchmark for grade level proficiency as reported by teachers in the district data management system - Teacher Scored Assessment System reported out through Infinite Campus.

Percent of Student Meeting Benchmark for Grade Level Proficiency				
	2020-2021	2021-2022	2022-23	2023-24
Kindergarten	31%	60%	50%	53%
Grade 1	30%	39%	45%	43%
Grade 2	43%	53%	49%	55%

Source: Infinite Campus

Mathematics (Forward/ACT Aspire--PreACT Secure/ACT Statewide)

The table below represents student cohort data over multiple years including the most recent 2022-2023 school year. Coloring is used to allow the reader to track cohorts of students over multiple years. The data is read diagonally and coloring is used to allow the reader to track specific cohorts. It is important to note that the MATH (Forward/ACT Aspire/ACT) was not administered in 2019-2020 due to COVID 19. The coloring of the table has no significance and not all students remain in a specific cohort on an annual basis.

Grade Level	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022	2022-2023	*2023-2024
3rd Grade	33.1%	33.9%	42.8%	20.0%	37.5%	39.3%	42.3%
4th Grade	26.5%	27.1%	38.8%	18.8%	35.8%	35.4%	44.3%
5th Grade	32.4%	31.3%	37.0%	16.8%	36.6%	36.5%	40.7%
6th Grade	28.6%	27.4%	27.1%	9.4%	19.6%	25.6%	39.4%
7th Grade	28.1%	29.3%	25.8%	11.0%	16.5%	20.2%	34.2%
8th Grade	23.5%	23.8%	25.1%	7.0%	15.4%	15.0%	30.7%
9th Grade	26.4%	27.8%	26.4%	12.4%	18.2%	18.4%	31.2%
10th Grade	21.8%	25.3%	21.3%	12.9%	16.9%	17.5%	23.5%
11th Grade	28.8%	24.1%	21.8%	14.6%	17.4%	16.9%	26.6%

Source: WISEDash

*Note: In 2023-2024, the Forward exam for mathematics was updated to match standards adjustments. The results from 2023-2024 are not comparable to those of prior years.

Mathematics District Assessment: Number Corner End of Year

Early Numeracy is critical in the early years of a student's academic career. The first table below represents the number of students proficient on the Number Corner End of Year Assessment in each grade level. The timeline begins in 2020-2021 because it is the first year that we collected district elementary math data on a common assessment. The second table below represents the aggregated district growth over time during the 2023-2024 school year as indicated by the Number Corner Interim Assessments. The colors represent levels of proficiency: red - intensive, orange - strategic, yellow - approaching and green - meeting.

Grade Level	2020-2021	2021-2022	2022-2023	2023-2024
KG	50.1%	70.2%	64.6%	71%
1	45.2%	58.2%	65.3%	63.2%
2	30.7%	50.3%	50.3%	55.8%
3	NA	35.2%	36.4%	34.9%
4	NA	30.8%	30.7%	35.9%
5	NA	28.8%	25.3%	25.9%

Source: Teacher Scored Assessment System

Science (Forward/ACT Aspire--PreACT Secure/ACT Statewide)

Grade Level	2017-2018	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
4th Grade	37.7%	41.3%	23.3%	37.4%	36.4%	39.1%
8th Grade	35.7%	44.5%	20.6%	30.6%	31.6%	31.5%
9th Grade	20.4%	19.1%	11.7%	15.0%	29.9%	14.1%*
10th Grade	22.1%	19.3%	11.0%	14.8%	24.4%	13.9%*
11th Grade	21.1%	22.1%	14.4%	17.3%	16.2%	25.5%

Source: WISEDash

Science: only taken in grades 4, 8, 9, 10, 11; Grades 9 & 10 reported as shown in WISEDash Public portal; WISEDash Secure only reports ELA and Mathematics for PreACT Secure.

Social Studies (Forward)

Grade Level	2017-2018	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
4th Grade	41.3%	43.6%	23.6%	44.7%	43.7%	50.9%
8th Grade	40.2%	40.8%	19.5%	35.2%	35.5%	38.2%
10th Grade	35.4%	32.0%	20.2%	28.1%	28.9%	27.3%

Source: WISEDash

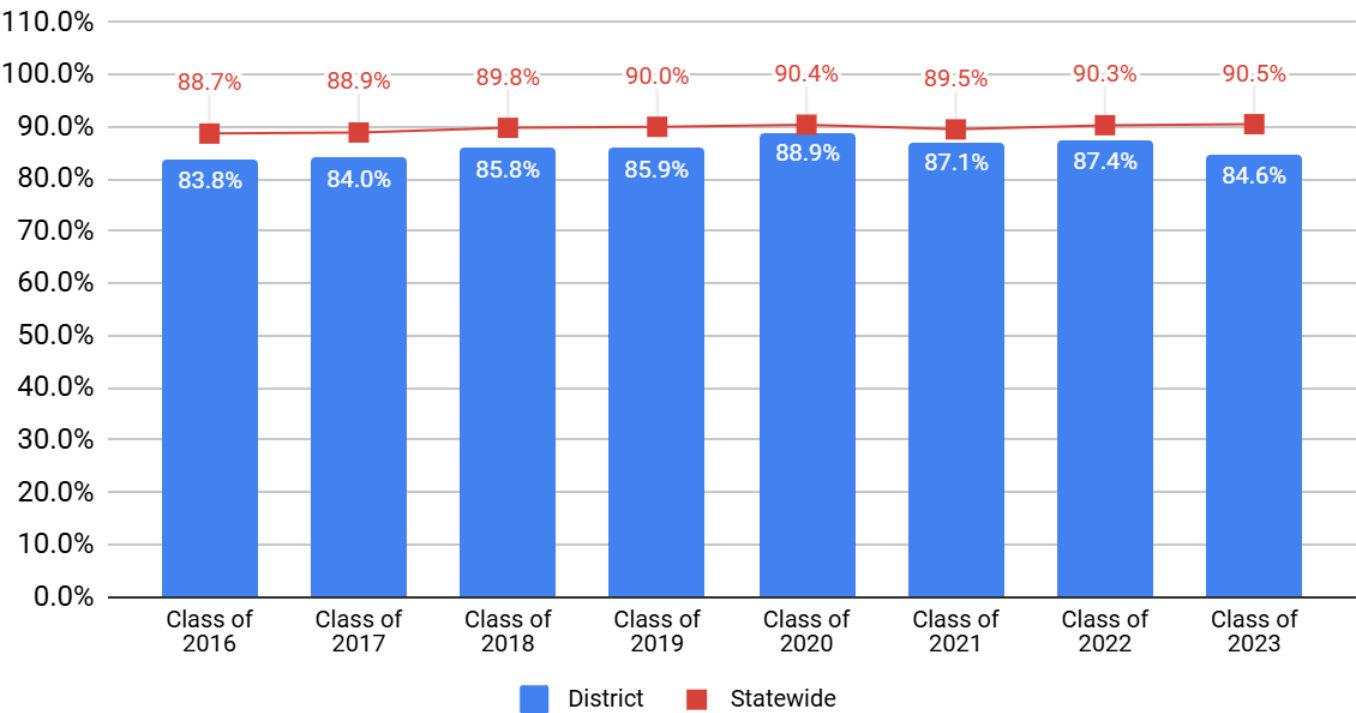
*Note: In 2021-2022, the standards for Forward social studies were changed. The results from 2021-2022 are not comparable to those of prior years.

Graduation Rates

Group	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
District	83.8%	84.0%	85.8%	85.9%	88.9%	87.1%	87.4%	84.6%
Statewide	88.7%	88.9%	89.8%	90.0%	90.4%	89.5%	90.3%	90.5%

Source: WISEDash

Four Year Graduation Rate



Source: WISEDash

National Merit Scholars

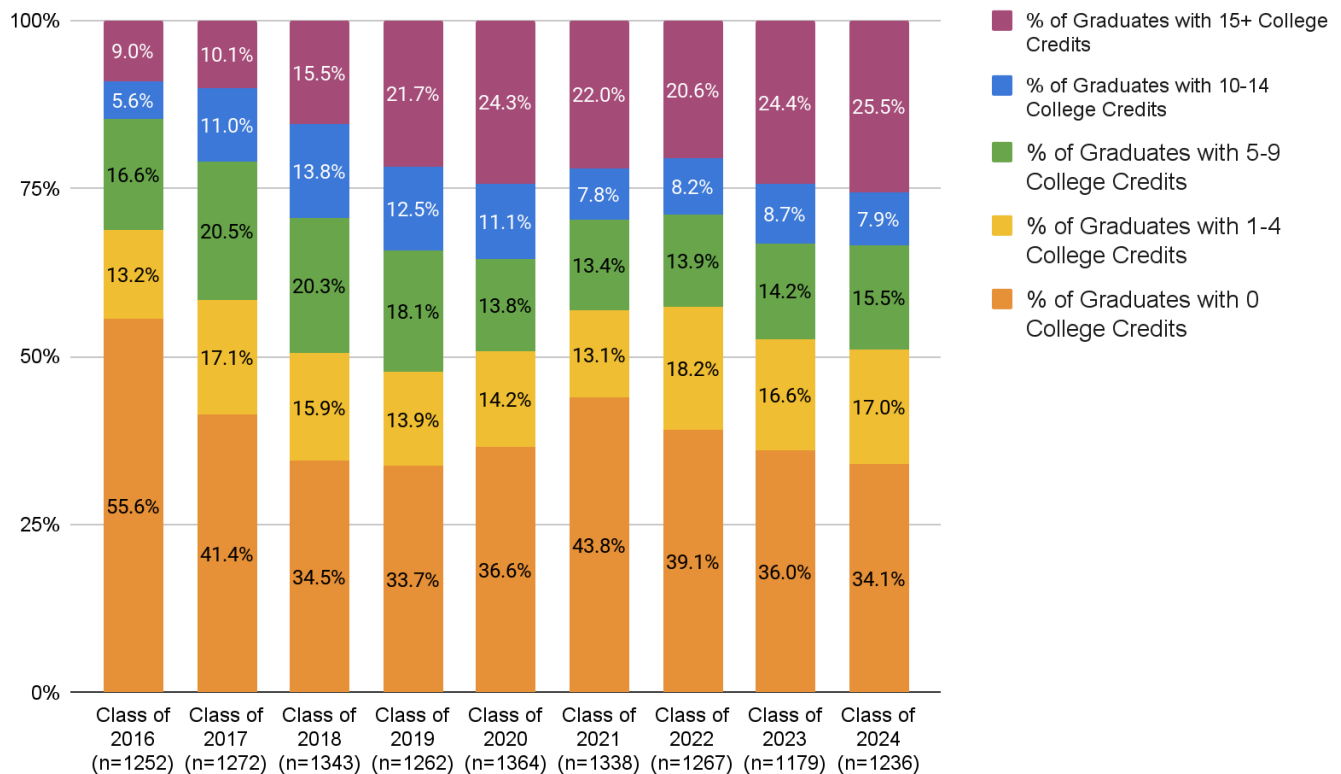
The National Merit® Scholarship Program is an academic competition for recognition and scholarships. High School students who meet published program entry and participation requirements enter the National Merit® Scholarship Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test (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

The Green Bay Area Public Schools provides many opportunities for students to earn college credit. Students can earn credit by achieving a specific score on an exam (e.g. Advanced Placement, International Baccalaureate), completing a dual credit course (taught by a district teacher), or taking a class on a college campus. The district currently offers 91 courses with potential college credit.

Percent of Students with College Credit Upon High School Completion



Source: Infinite Campus

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 completion, by the Second Fall, or Later Enrollment. The data includes 2-year and 4-year college enrollments. The Class of 2023 is the most recent data available.

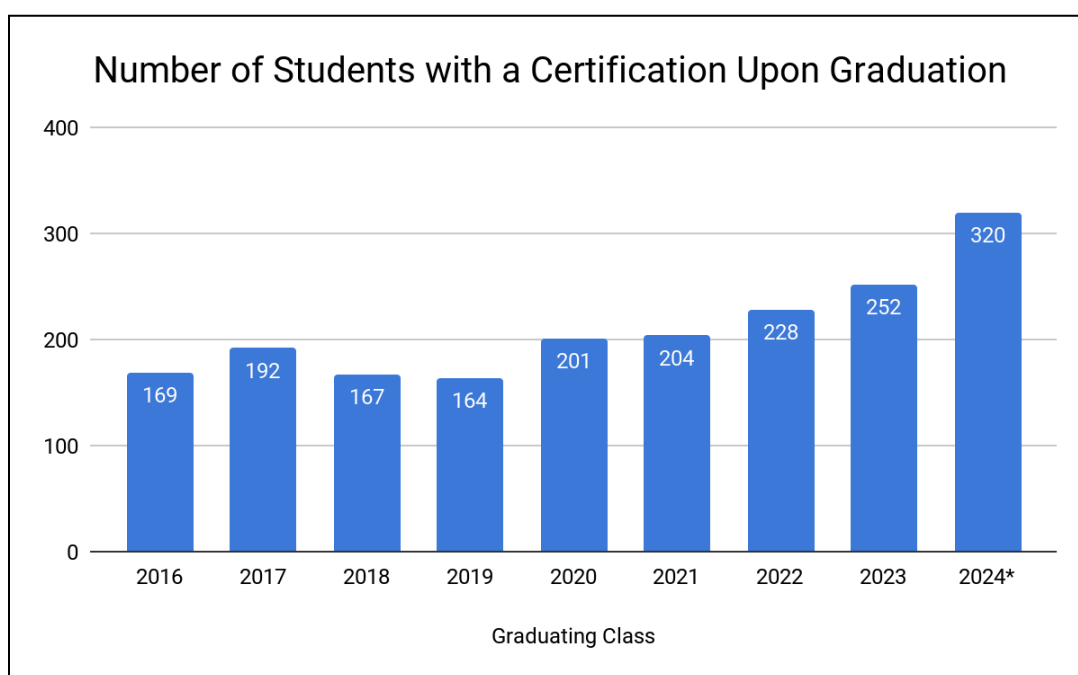
Cohort	First Fall	Second Fall	Later Enrollment	Total
Class of 2011	51.5%	8.1%	13.2%	72.8%
Class of 2012	52.6%	8.4%	8.7%	69.7%
Class of 2013	53.6%	8.6%	10.0%	72.2%
Class of 2014	58.1%	8.8%	6.9%	73.8%
Class of 2015	58.7%	6.5%	10.4%	75.6%
Class of 2016	54.9%	6.9%	10.0%	71.8%
Class of 2017	53.1%	6.5%	8.1%	67.7%
Class of 2018	53.1%	7.1%	6.6%	66.8%
Class of 2019	51.2%	6.0%	6.1%	63.3%
Class of 2020	43.7%	7.8%	6.2%	57.7%

Class of 2021	42.5%	7.5%	3.1%	53.1%
Class of 2022	42.2%	6.8%	0.3%	49.3%
Class of 2023	43.0%	0.3%		43.3%

Source: WISEDash

Certifications Earned

Students in the Green Bay Area Public Schools can earn business and industry certifications as part of their courses. These certifications reflect completion of specialized training, completing a work-based learning program, or earning a college credential. There are 36 certification opportunities available to students.



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 2024 was submitted to the Department of Public Instruction (DPI) in September 2024 for their review. The final numbers will be publicly released in June 2025.

Source: Infinite Campus

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. Below are the student enrollment numbers per program:

- **Oral Health Partnership (OHP) School-Based Dental Clinic** - 4,845 appointments
- **Community Schools School-Based Vision Program**- Shopko was the provider in 23-24, serving both Howe (109 students) and Nicolet (74 students) schools.
- **Youth Enrichment Services (YES)** - 255
- **GEAR UP** - 256
- **Rising Phoenix** - 81
- **NEW Scholars** - 144
- **Upward Bound** - 89
- **Big Brothers Big Sisters School-Based Model** - 80

Volunteers

- 30,627 logged volunteer hours

Grants

Below is a list of District-level competitive grants awarded in 2023-2024:

- ATC and DNR - \$20,000 - Outdoor classroom at Edison
- BC UW - \$147,000 - Paraprofessional Mentor Program
- WEA Members Benefits - \$20,000 - School Based Mental Health
- DPI - \$1,000,000 - Charter School Expansion
- The [GBAPS Education Foundation](#) awarded \$42,588 to district staff members.



Programs, Support, and Services

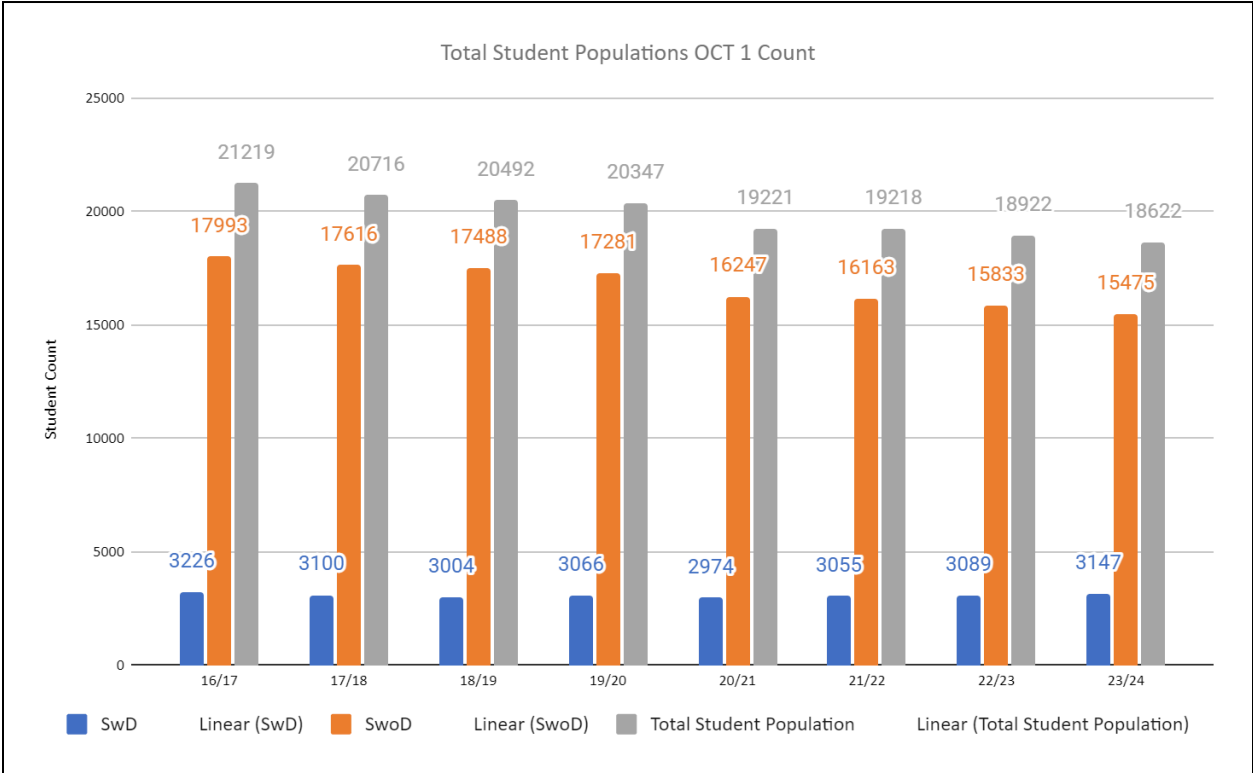
Special Education

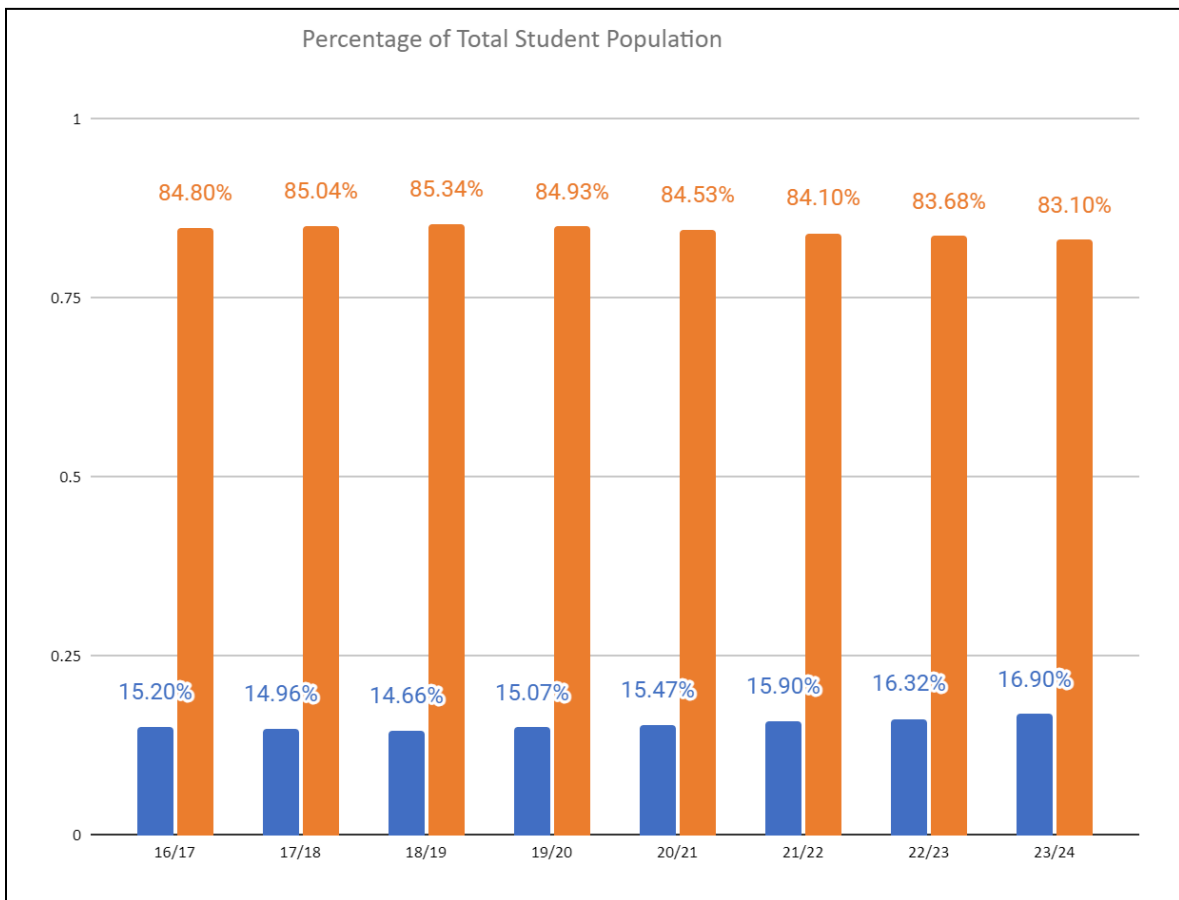
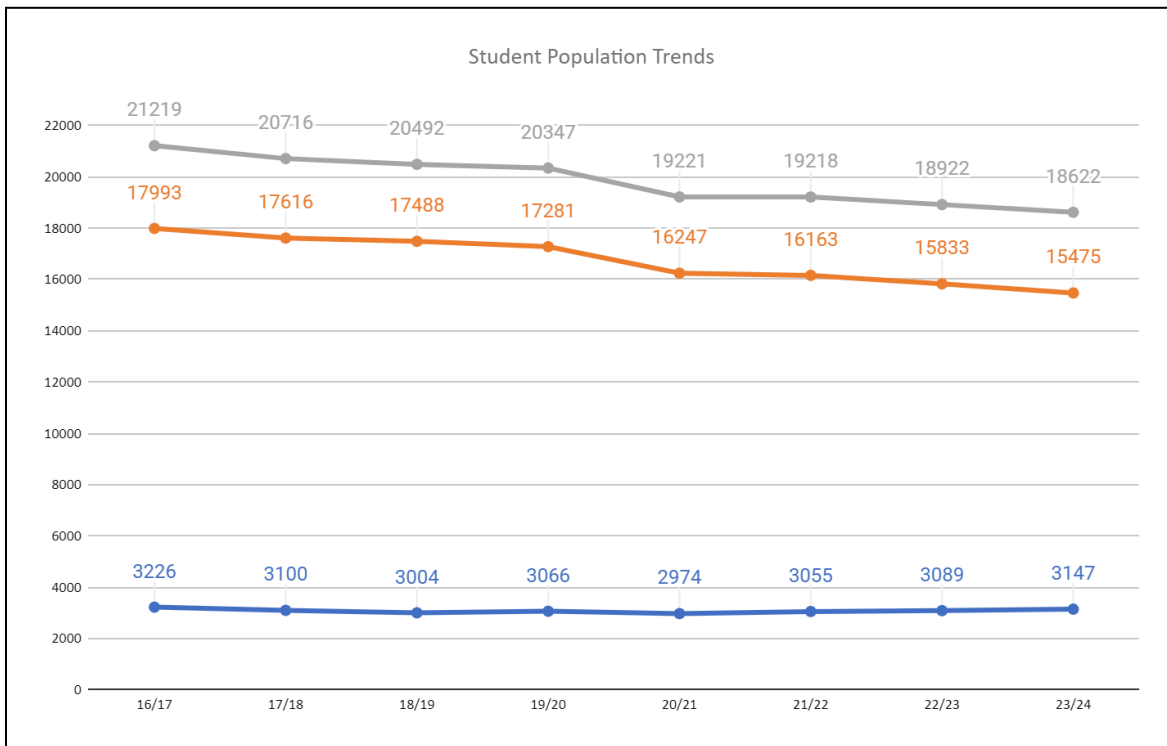
The mission of the GBAPS Special Education Department is to increase academic achievement for all students with disabilities within the District, so as to ensure college, career and community readiness for all.

- 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 16%. We did see a little bit of an increase this past year, as appears to be the national trend.

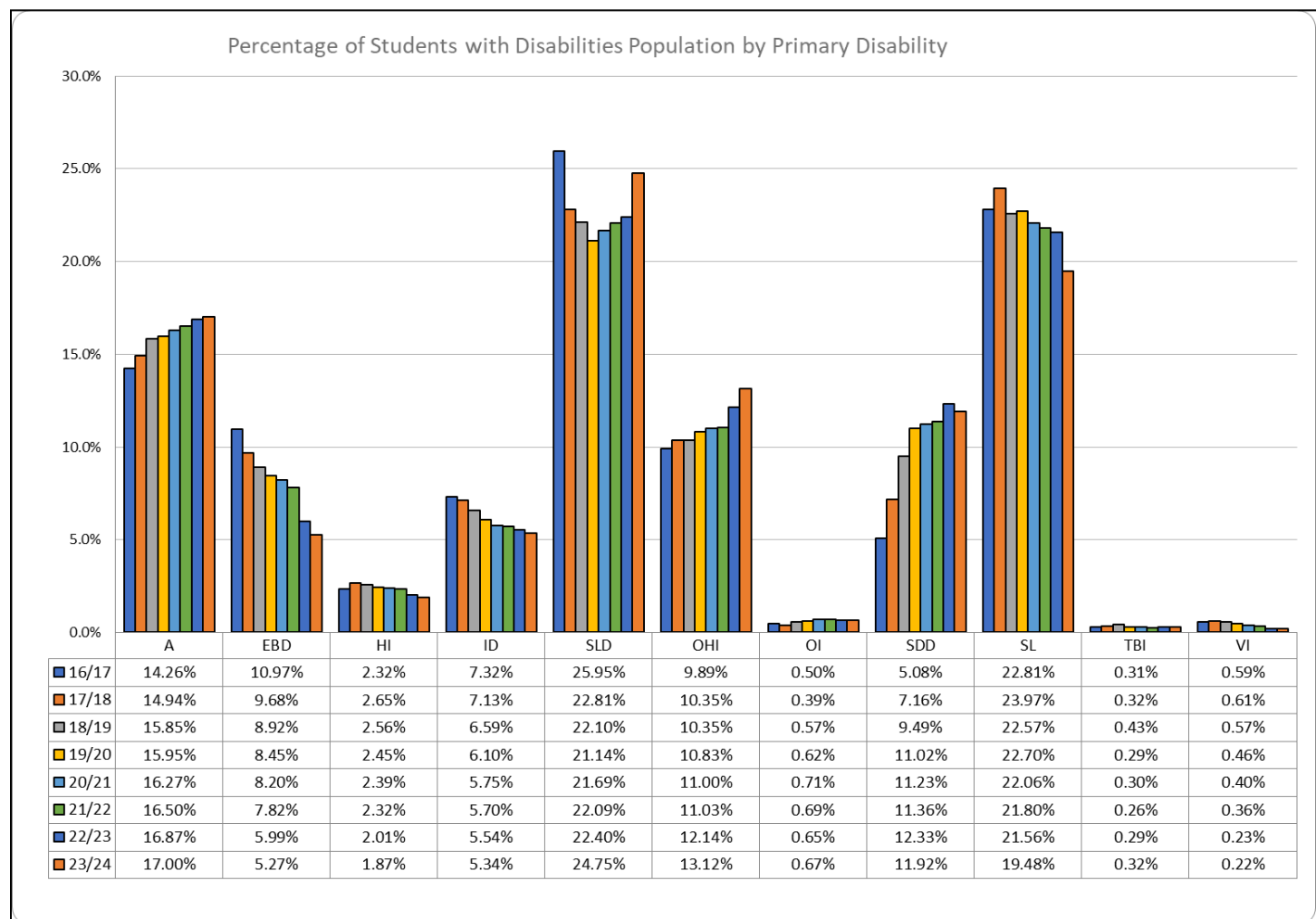




Students by Disability Area

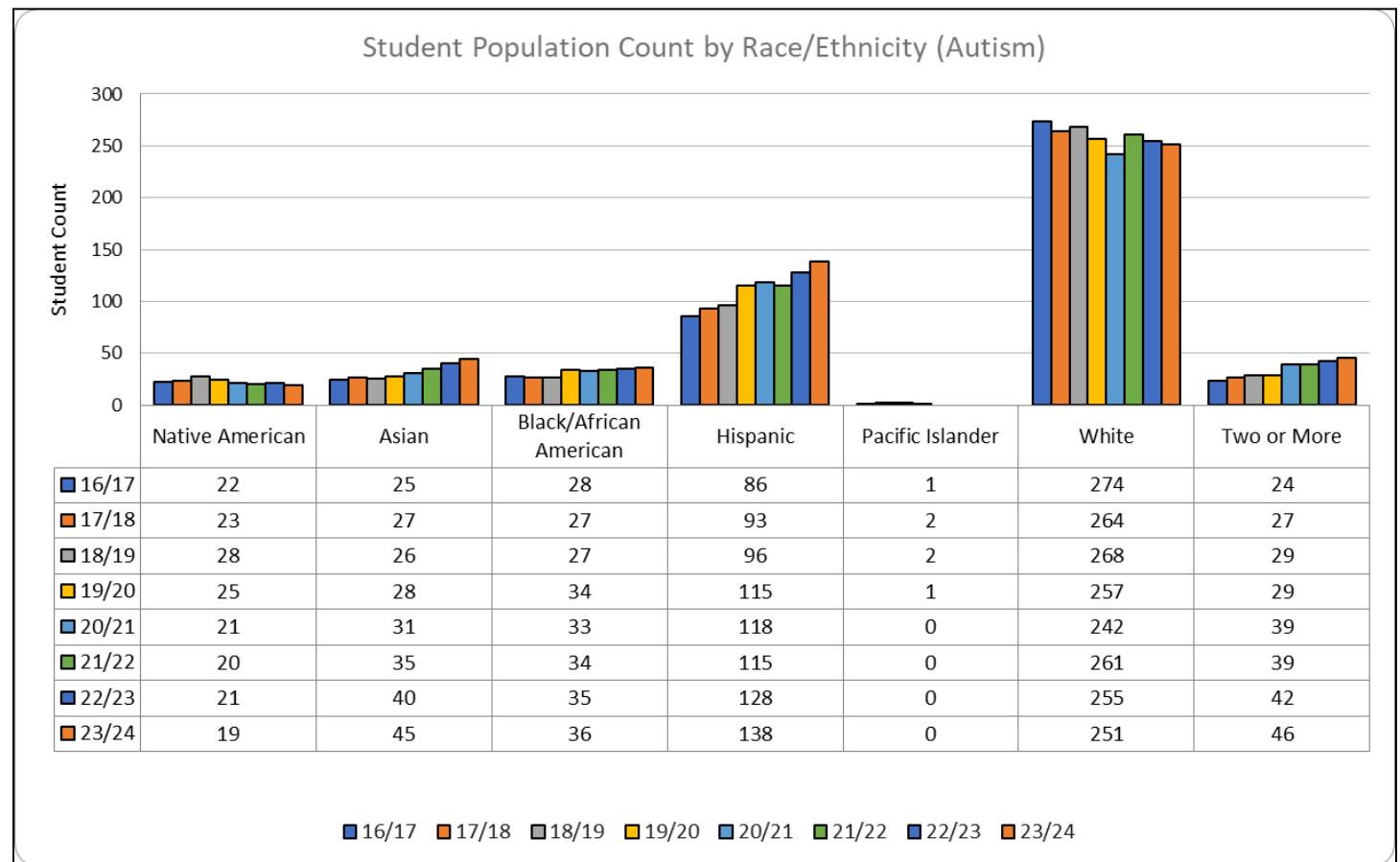
The following charts are the actual number of students with disabilities in our district by disability category. We have seen a decrease in students with emotional behavioral disorders (EBD) and intellectual disabilities (ID), but an increase in autism (A), Other Health Impairment (OHI) and Specific Learning Disability (SLD). Students have shown a high need for help with self-regulation skills. Our evaluation teams worked last year and are continuing this year to calibrate around the state criterion to have consistent and equitable evaluations. We connect with the Department of Instruction (DPI) to make sure we are current with equitable evaluation practices and procedures.

Autism (A)	Emotional Behavioral Disability (EBD)	Hearing Impairment (HI)	Intellectual Disability (ID)
Specific Learning Disability (SLD)	Other Health Impairment (OHI)	Orthopedic Impairment (OI)	Significant Developmental Delay (SDD)
Speech and Language (SL)	Traumatic Brain Injury (TBI)	Visual Impairment (VI)	

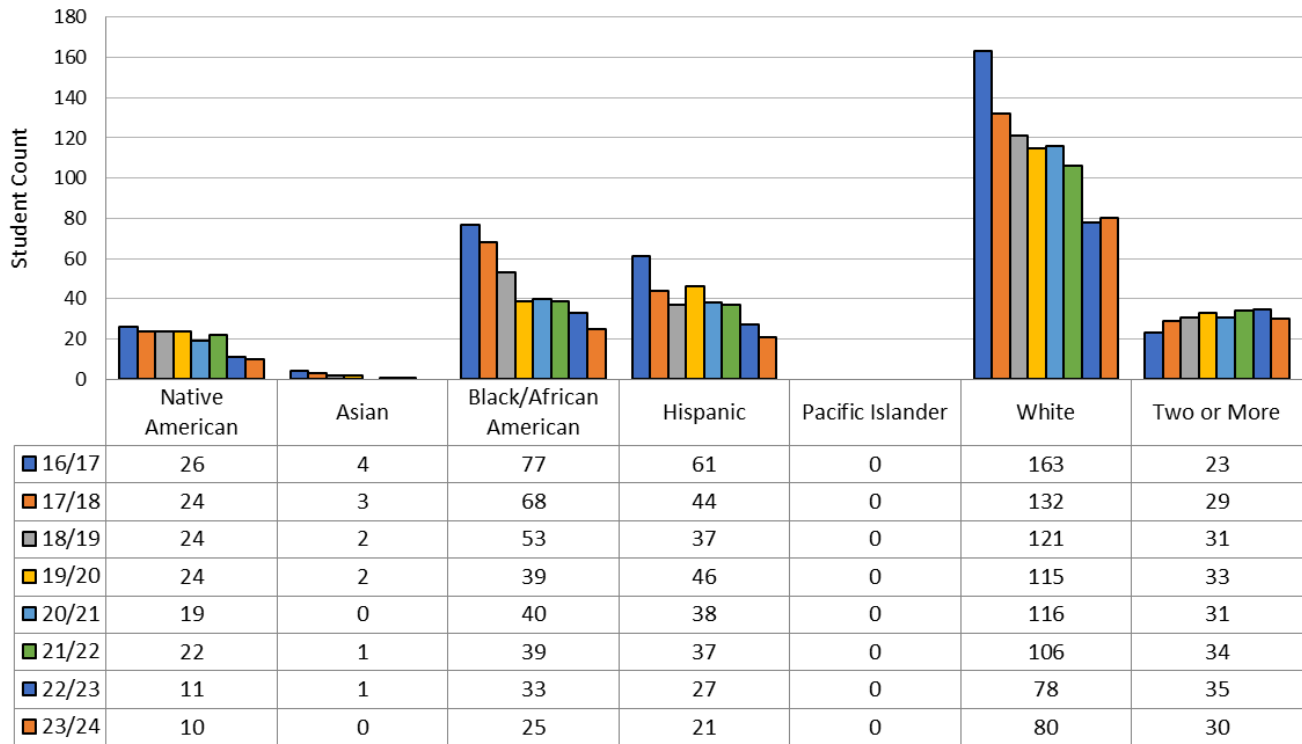


Students by Race and Disability Area

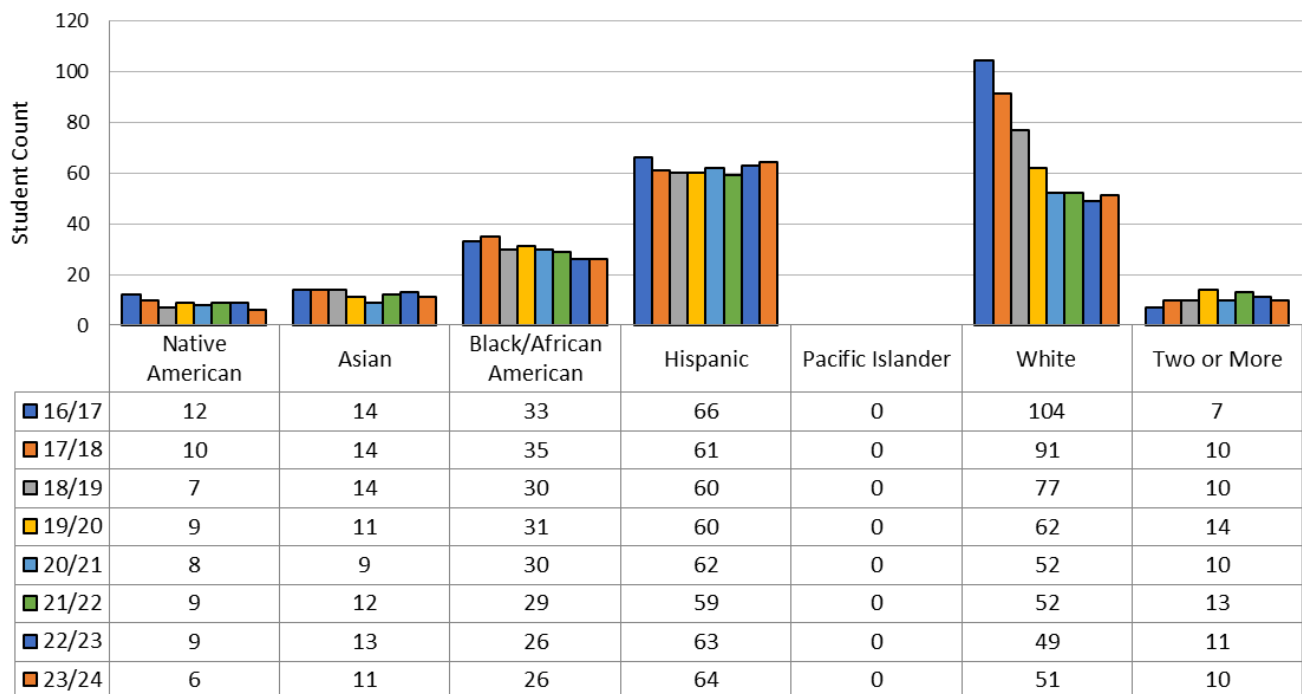
The Department of Public Instruction (DPI) monitors school districts for disproportionately identifying students of specific races as having a disability. This past year our district was not identified as disproportionate for any areas of race. The Joint Federal Notification (JFN) report does show an elevation in disproportionality for the disability area EBD for multi-race students. Our evaluation team members and administration continue to look at our evaluation processes (assessments, observations, evaluation reports, etc.) to try to make our practices more culturally responsive.



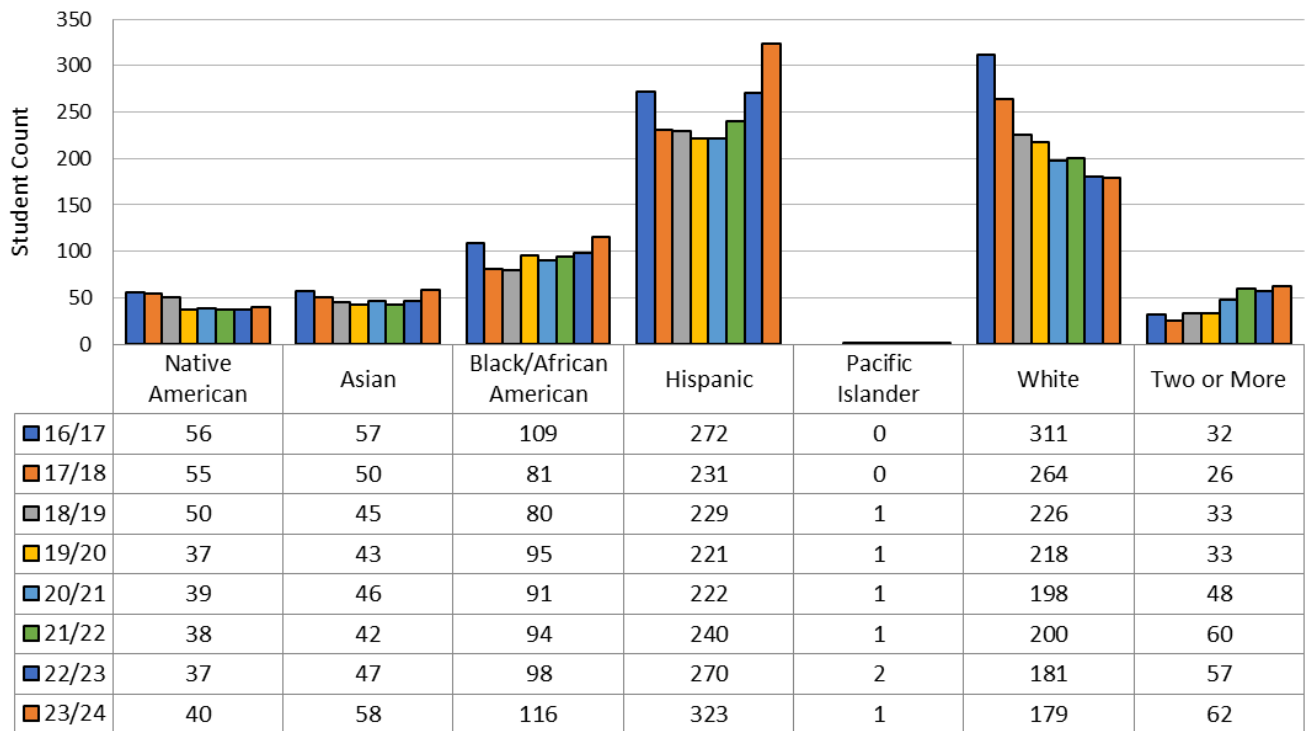
Student Population Count by Race/Ethnicity (Emotional Behavioral Disability)



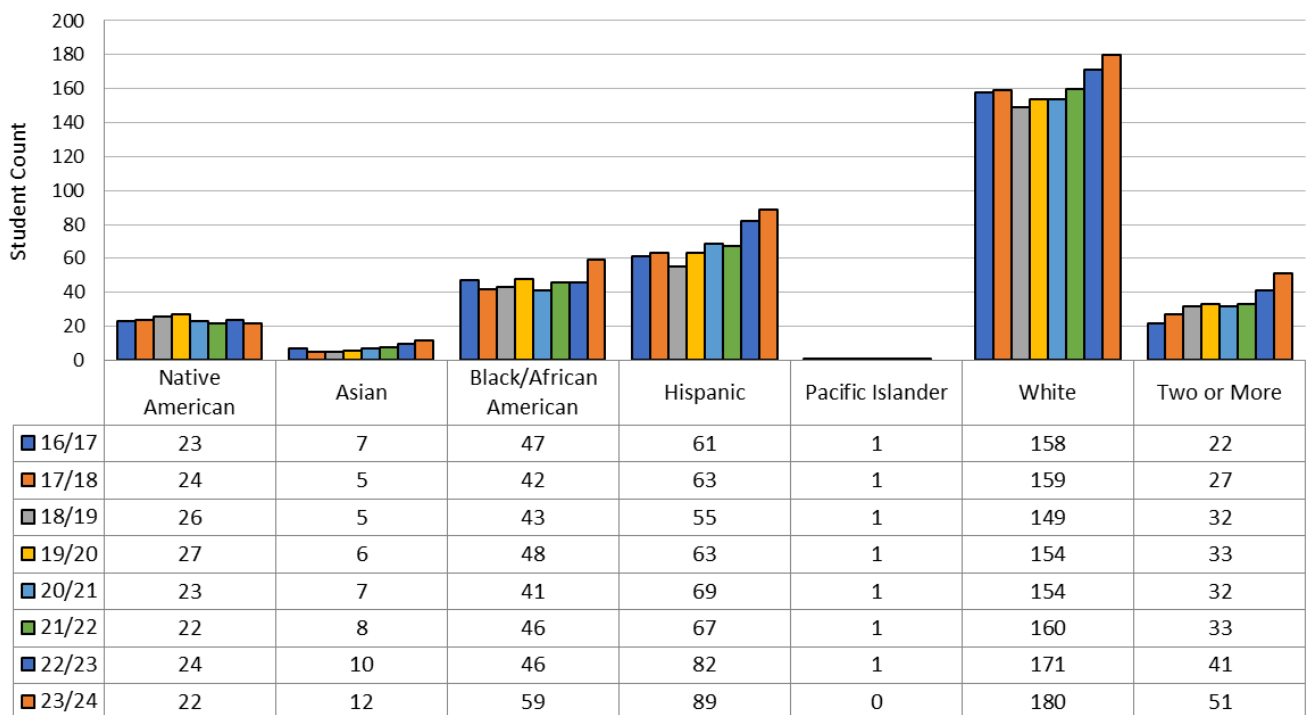
Student Population Count by Race/Ethnicity (Intellectual Disability)



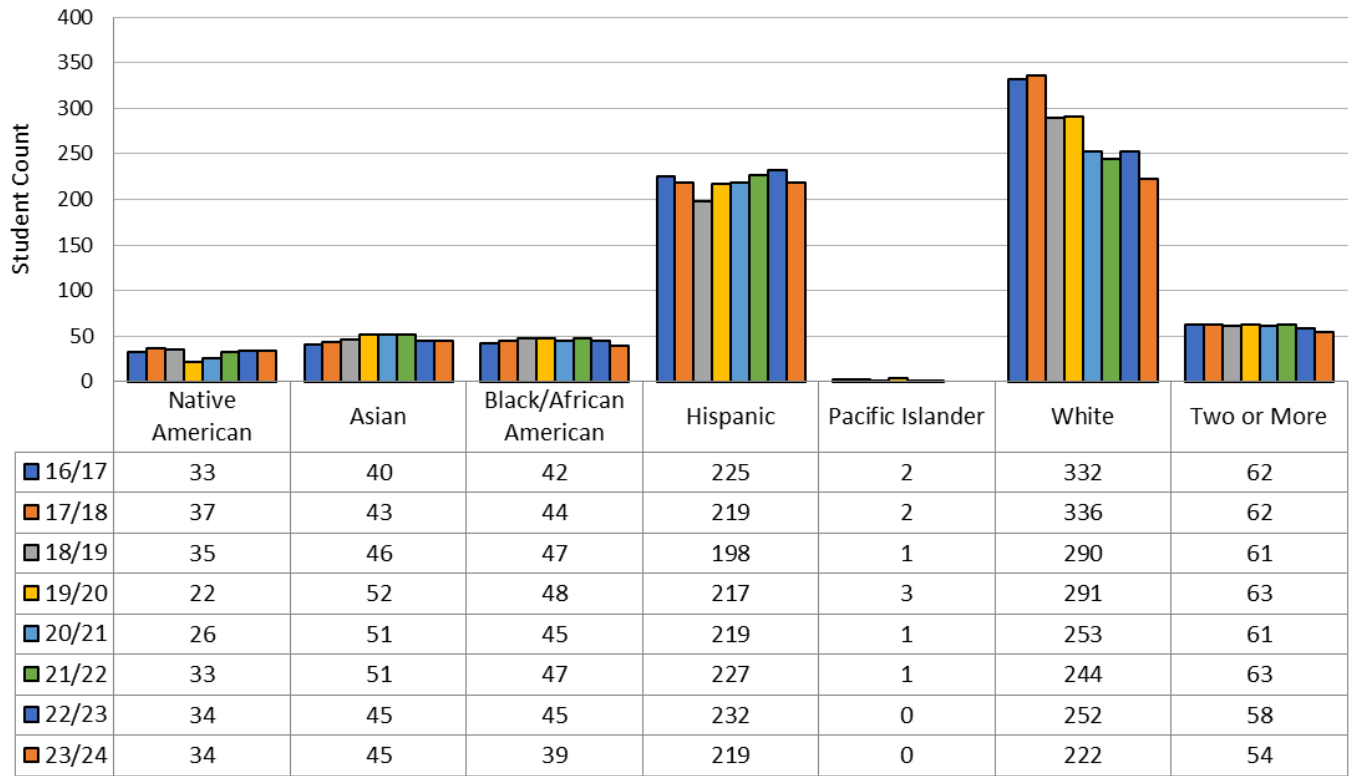
Student Population Count by Race/Ethnicity (Specific Learning Disability)



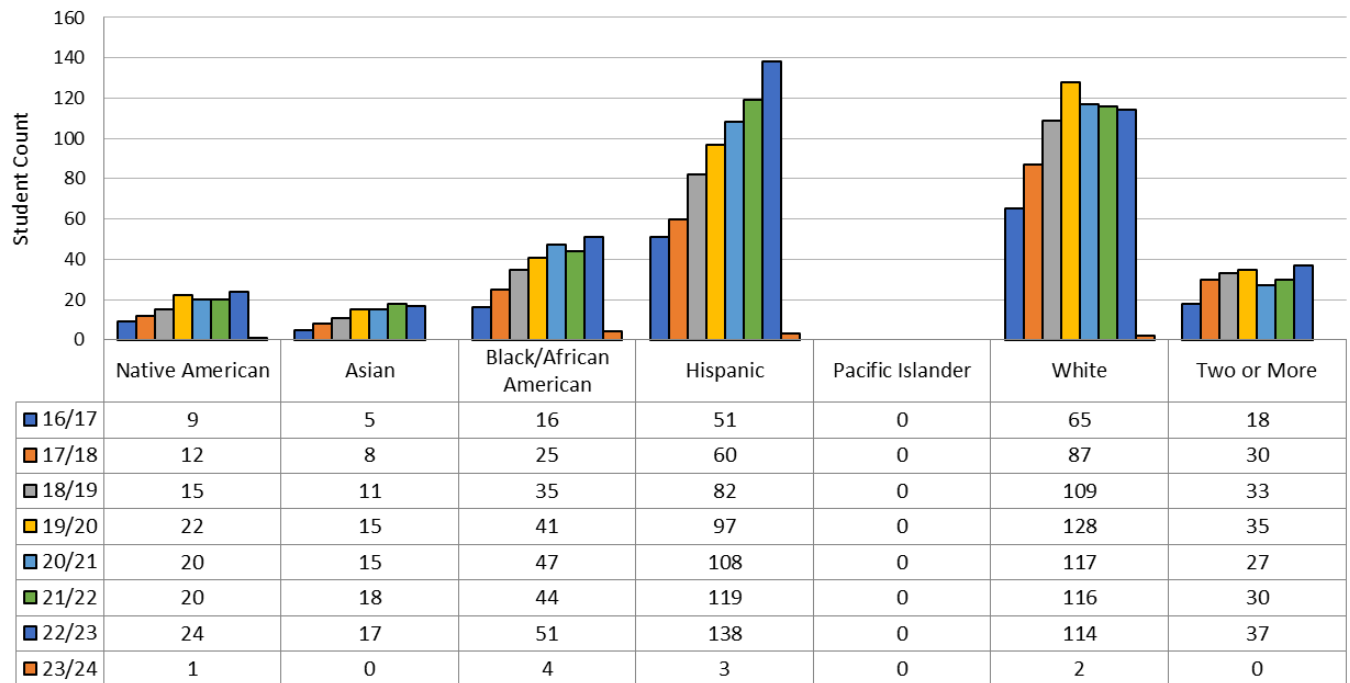
Student Population Count by Race/Ethnicity (Other Health Impairment)



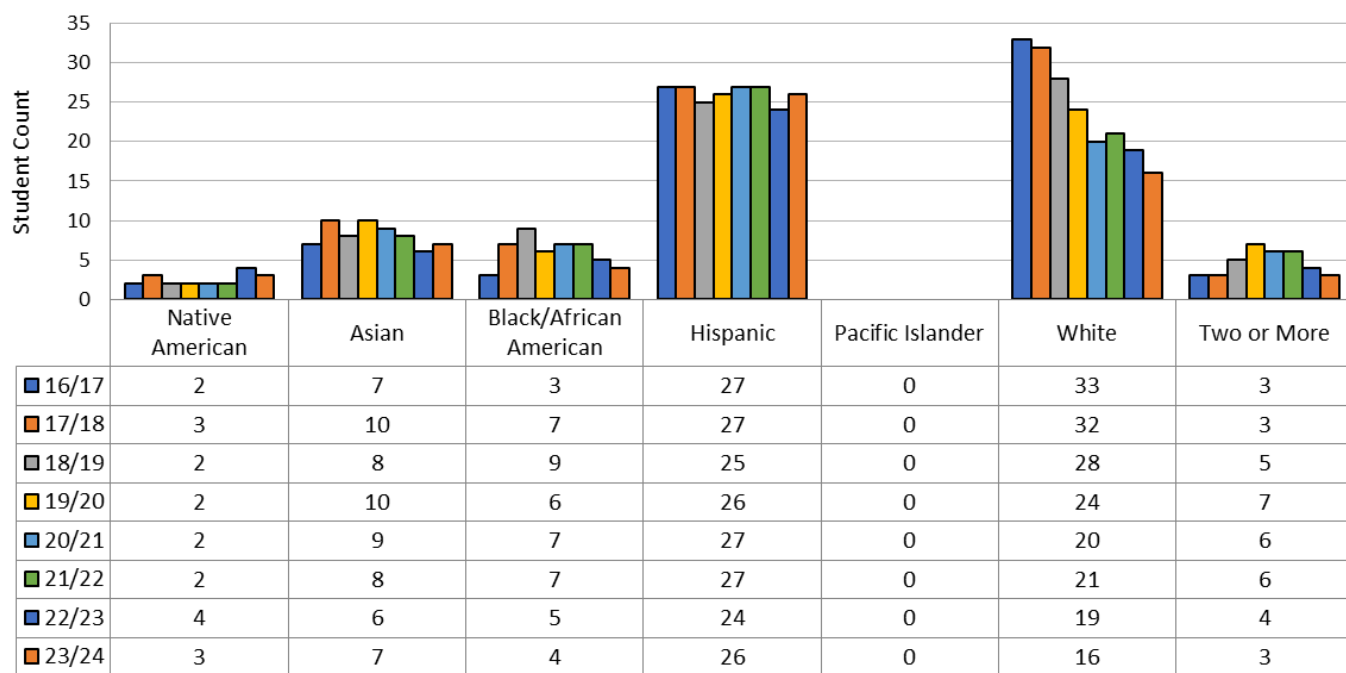
Student Population Count by Race/Ethnicity (Speech and Language)



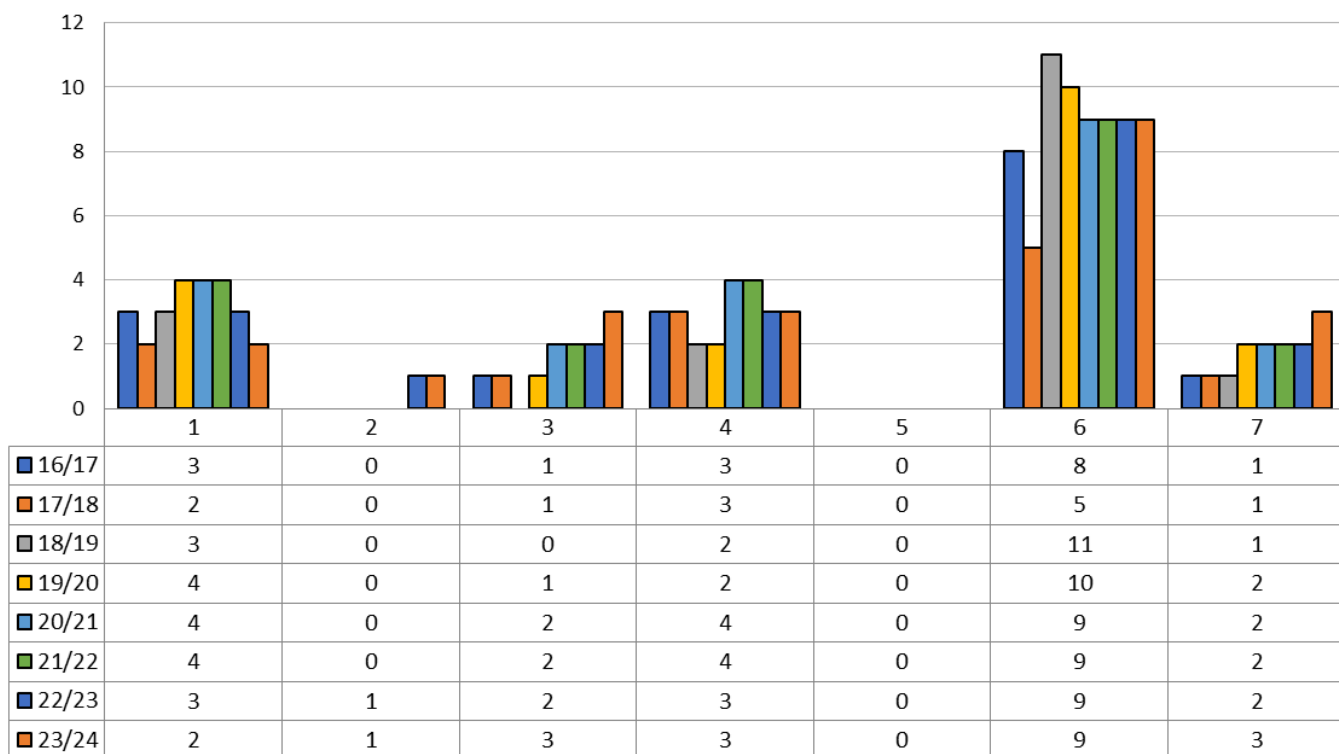
Student Population Count by Race/Ethnicity (Significant Developmental Delay)



Student Population Count by Race/Ethnicity (Hearing Impairment)



Student Population Count by Race/Ethnicity (Orthopedic Impairment)



Learning for Independence and Project Search

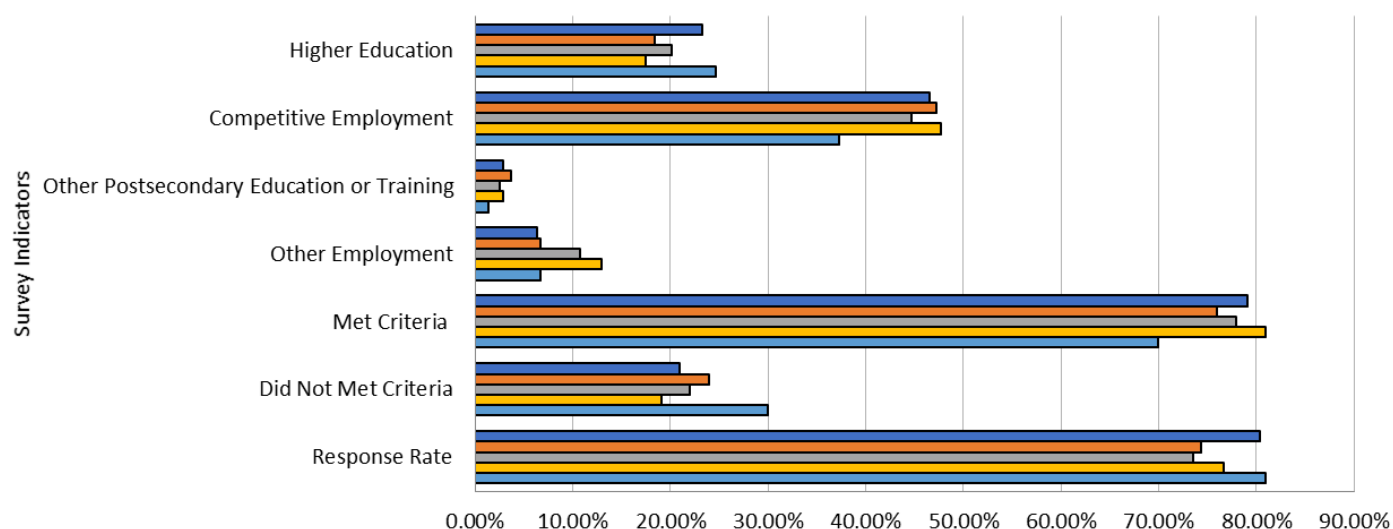
GBAPS partners with CESA 7, Northeast Wisconsin Technical College (NWTC), and local hospitals to provide our students with education and training in postsecondary and community sites. Learning for Independence is a no credit college experience on the NWTC campus. Project Search is a nationally known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

School Year and Program	Number of Students
2023-24 Learning for Independence	25
2023-24 Project Search	2
2022-23 Learning for Independence	20
2022-23 Project Search	2
2021-22 Learning for Independence	25
2021-22 Project Search	2
2020-21 Learning for Independence	22
2020-21 Project Search	1
2019-20 Learning for Independence	24
2019-20 Project Search	3

Post High School Outcomes Data for Students with Disabilities

A year after students with disabilities have graduated or aged out, for Indicator 14, GBAPS surveys students to determine engagement in postsecondary education, training or gainful employment. Students who graduated or aged out in June 2023 were surveyed between the end of the school year and September 30th. This year we had a total of 188 students eligible to be surveyed, of which 157 were able to be successfully completed. Of the current total respondents, 70% of the students met criteria for higher education, employment or a type of postsecondary training.

Post Secondary Outcomes Survey Results %



	Response Rate	Did Not Met Criteria	Met Criteria	Other Employment	Other Postsecondary Education or Training	Competitive Employment	Higher Education
2020	80.40%	20.90%	79.10%	6.40%	2.90%	46.50%	23.30%
2021	74.40%	24.00%	76.00%	6.70%	3.70%	47.20%	18.4%
2022	73.60%	22.00%	78.00%	10.70%	2.50%	44.70%	20.10%
2023	76.72%	19.10%	80.90%	12.92%	2.81%	47.75%	17.42%
2024	81.00%	30.00%	70.00%	6.67%	1.33%	37.33%	24.67%

In School Suspension (ISS) and Out of School Suspension (OSS)

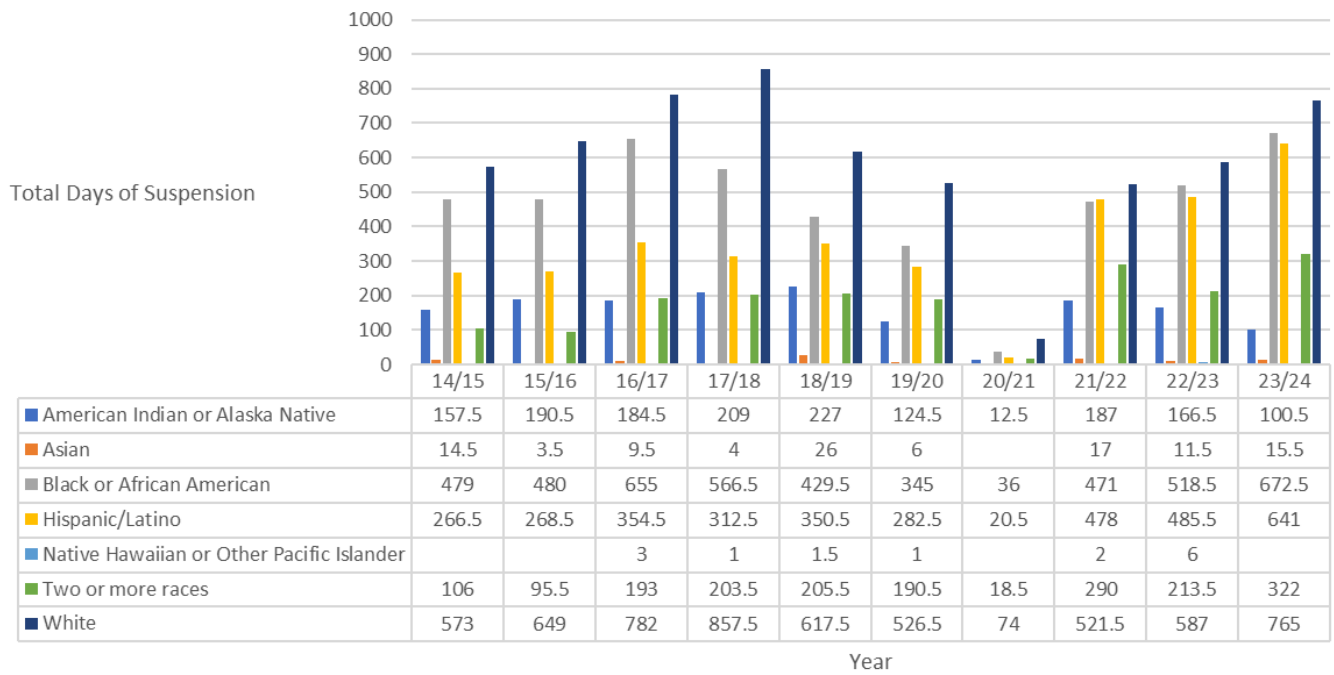
The Department of Public Instruction must determine if there is a significant discrepancy in the rate of suspensions and expulsions greater than 10 days among children with disabilities. Per our 2023 IDEA Racial Equity report, GBAPS was not identified as having a significant discrepancy for in-school and out-of-school suspensions among students with IEPs by race/ethnicity. The report does share that we may meet the criteria for significant discrepancy next year based on the number of students with disabilities who are Black being suspended. Students with disabilities are being suspended at a higher rate than their non-disabled peers.

Special education administrators have met with secondary principals to review the data and discuss possible alternatives to suspension and removals. At the Special Education Building Administrators (SEBAs) meetings we will continue to monitor data and discuss positive behavioral interventions and supports.

SchoolName ▾

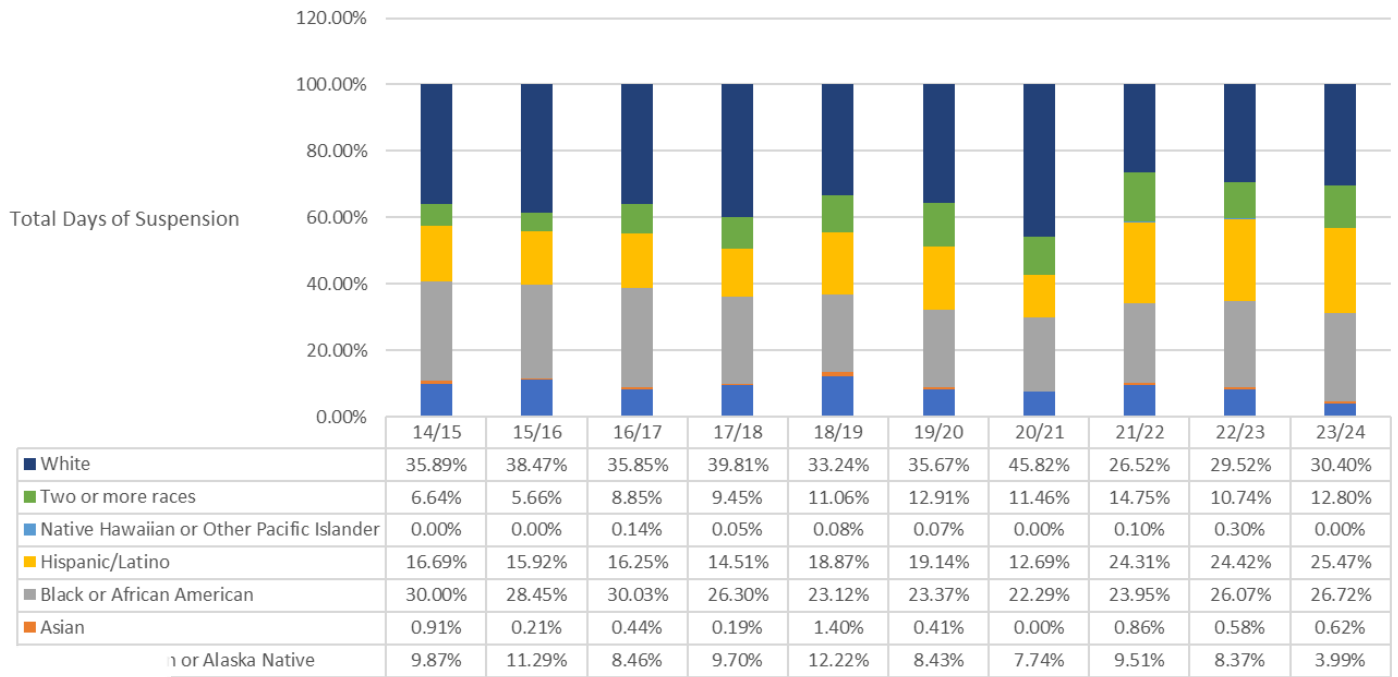
Sum of Duration

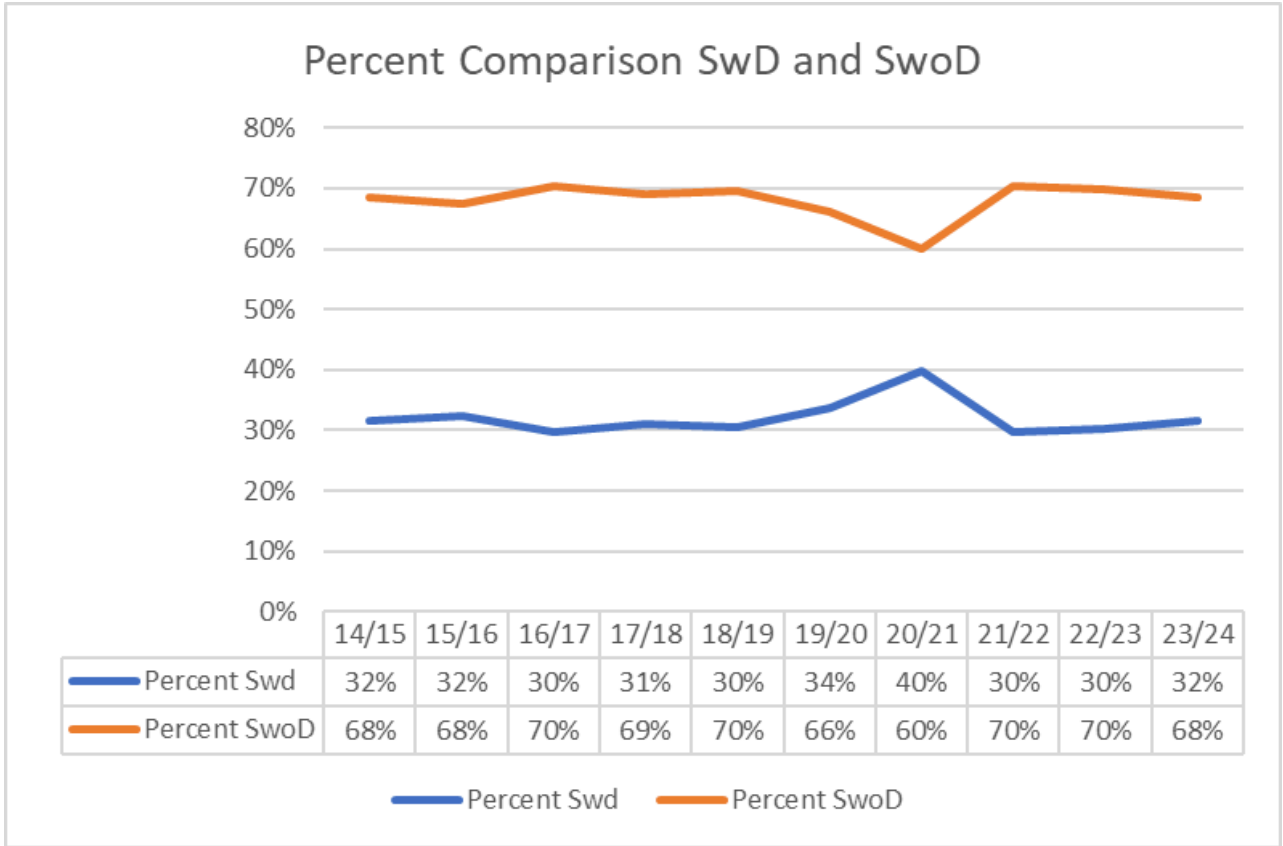
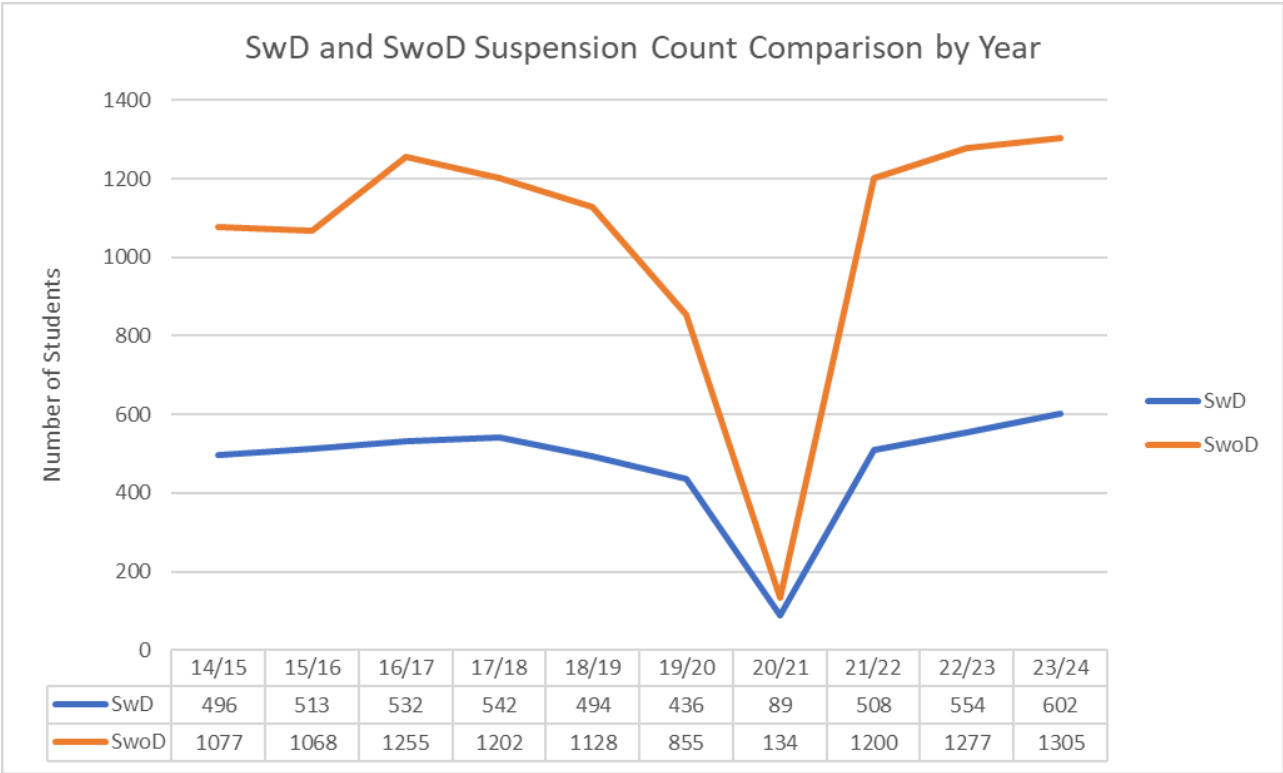
OSS/ISS Trend Data by Sum of Duration of Removal by Year for SwD



Year ▾

OSS/ISS Trend Data by Sum of Duration of Removal by Year for SwD





Multilingual Learners (MLs)

Multilingual Learners (ML) are students who have a level of English proficiency that requires language support to achieve standards in grade-level content. MLs are a diverse group of students whose needs may vary significantly.

The mission of the ML Department is to enrich the linguistic and academic development of English Learners by fostering collective responsibility for the development of multilingual and culturally competent students. We envision a learning community where all students are prepared to successfully compete, connect, and collaborate in a linguistically and culturally diverse world.

The ML Department believes all students:

- have the right to equitable access to culturally relevant teaching and learning
- are language learners and all teachers are language teachers
- deserve to attend schools where language diversity and diverse cultural backgrounds are respected
- benefit from a shared partnership between home, school, and community
- bring diverse experiences that foster an exchange of culture knowledge
- will be better prepared to thrive in a global community by acquiring English and one, or more, additional languages.

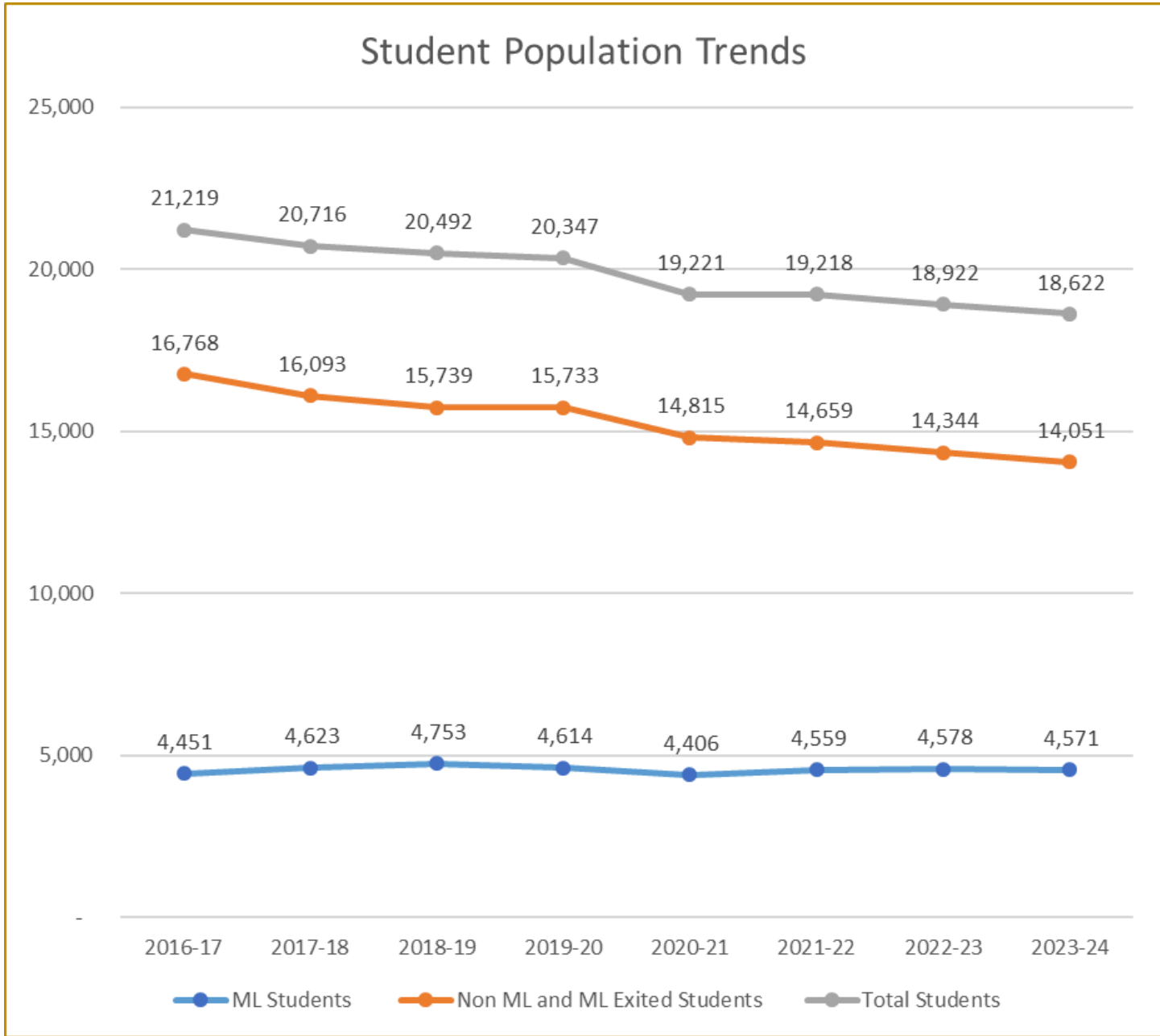
During the 2023-2024 school year, 326 students in grades 1-12, born outside of the United States, enrolled for the first time in US schools in our District. Many of these students came after the third Friday count so they are not included in the table below. This was a huge increase from the 196 students we enrolled meeting this criteria during the 2022-2023 school year. In 2023-2024, grades 1-5 saw the largest influx of new-to-the-country ML students with 153. At the middle school level, we enrolled 89 new-to-the-country students while high school enrolled 84 students. The ML department continued to partner with local resettlement agencies to enroll students who speak Somali, Swahili, Haitian Creole, Kinyarwanda and Dari/Pashto. The primary languages in the ML program are Spanish, Hmong, Somali, Dari/Pashto, Karen, and Swahili. ML students and their families speak 35 different languages.

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

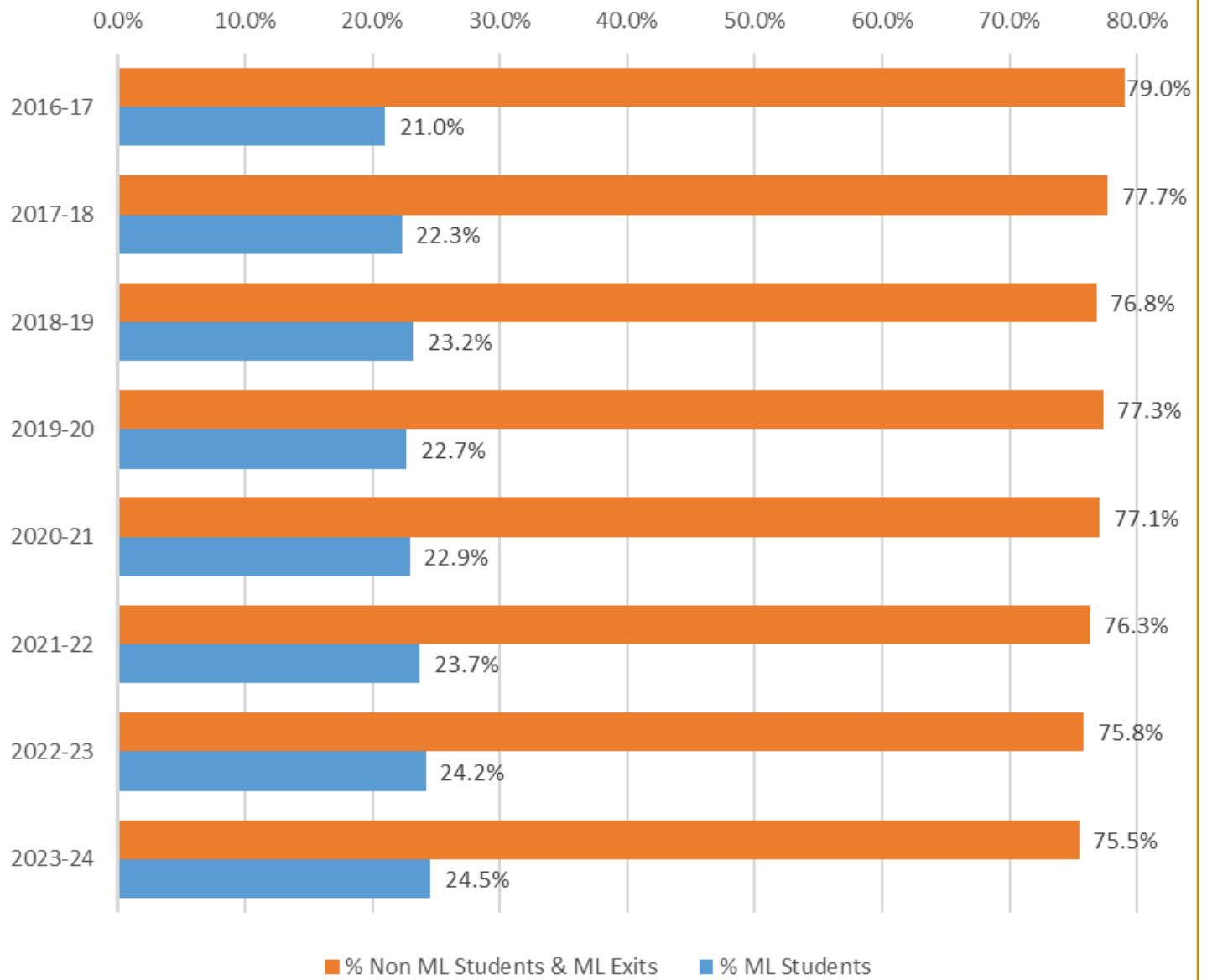


Enrollment of Multilingual Learners

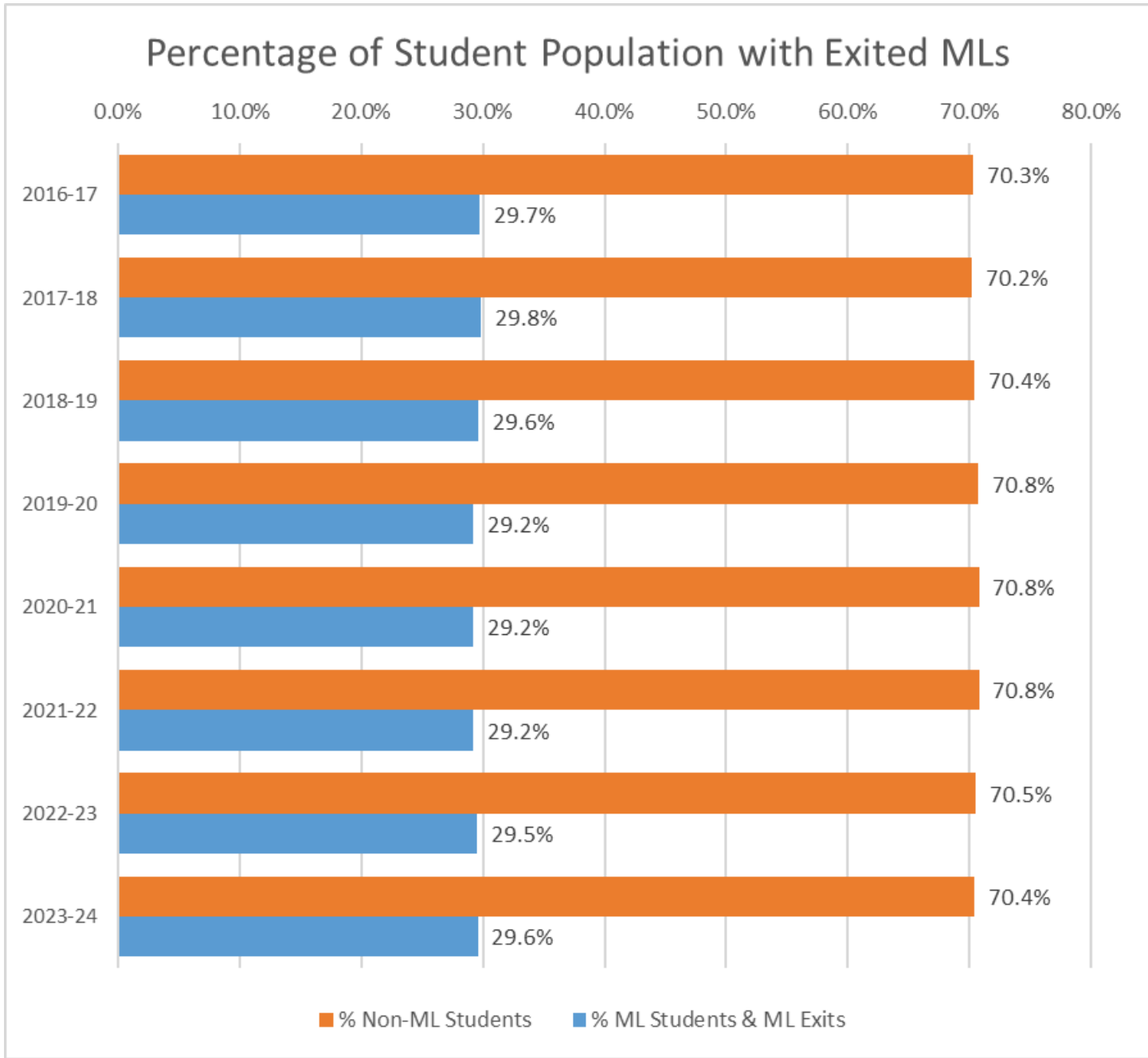
The following charts outline the number of students in our District as of the annual October 1st count. The number of MLs has remained relatively flat since 2016. However, as our District student population decreases, the percentage of MLs has increased.



Percentage of Student Population



Once ML students reach English proficiency, as defined by the Wisconsin Department of Instruction, they are no longer identified as a ML. They are now in the non-ML category. This chart shows the percentage of students who are current MLs and exited MLs in our District. As you can see, approximately 30% of our District is or has been an identified ML student.



The chart below shows the number of students who speak the top six languages in the District. Swahili is the language with the largest percentage increase the past year and we are currently looking for a Swahili Bilingual Paraprofessional.

GBAPS - ML Historical Data 4K-12 (based on October 1st counts)

2023-24	SPANISH	HMONG	SOMALI	KAREN	DARI/ PASHTO	SWAHILI	28 OTHER LANGUAGES	Total
	3544	605	195	45	54	41	87	4571
2022-23	SPANISH	HMONG	SOMALI	KAREN	DARI/ PASHTO	SWAHILI	29 OTHER LANGUAGES	Total
	3514	639	223	46	49	18	89	4578
2021-22	SPANISH	HMONG	SOMALI	KAREN	DARI/ PASHTO	SWAHILI	26 OTHER LANGUAGES	Total
	3495	646	274	41	6	19	78	4559
2020-21	SPANISH	HMONG	SOMALI	KAREN	DARI/ PASHTO	SWAHILI	24 OTHER LANGUAGES	Total
	3298	659	328	25	3	13	80	4406
2019-20	SPANISH	HMONG	SOMALI	KAREN	DARI/ PASHTO	SWAHILI	24 OTHER LANGUAGES	Total
	3452	674	372	23	1	9	83	4614
2018-19	SPANISH	HMONG	SOMALI	KAREN	DARI/ PASHTO	SWAHILI	26 OTHER LANGUAGES	Total
	3494	695	451	19	2	5	87	4753
2017-18	SPANISH	HMONG	SOMALI	KAREN	DARI/ PASHTO	SWAHILI	24 OTHER LANGUAGES	Total
	3338	646	545	7	2	3	82	4623
2016-17	SPANISH	HMONG	SOMALI	KAREN	DARI/ PASHTO	SWAHILI	34 OTHER LANGUAGES	Total
	3186	625	530	19	2	4	85	4451



Multilingual Learner Programming

Bilingual Program

The Green Bay Area Public School District has a diverse student body and is fortunate to be able to provide bilingual programming. The primary focus of the bilingual program is to ensure all students are academically proficient across all disciplines with highly developed language skills in both English and Spanish. Currently the District offers bilingual programming 4K-8th grade. Once students move into high school, they can continue to study Spanish in the World Language Program and have the option to apply for the [Seal of Biliteracy](#) upon graduation.

- **Elementary**

The District has two different types of bilingual programs at the elementary level: one-way bilingual and two-way bilingual programs. The only difference between these two programs is the makeup of the classes. The one-way bilingual program has only Spanish speaking ML students whereas the two-way bilingual program has both English speakers and Spanish speaking ML students. The District's program uses a 50% Spanish and 50% English language framework (Language Arts, Math, Science, Social Studies). The framework is a guideline, empowering teachers to meet their students where they are and to address their individual needs.

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

- **Secondary**

Currently there are bilingual programs at Edison and Washington middle schools. Students in 6th-8th grade receive Language Arts and either Science or Social Studies as a part of their bilingual program.

ESL Program

- **Elementary**

ESL teachers use the WIDA English Language Development Standards to provide targeted academic language development instruction to ML students in the universal classroom setting. This work is done in collaboration with classroom teachers in a co-plan to co-serve model. This model allows MLs to have full access to universal curriculum using language scaffolds and supports so that MLs can fully engage and be successful with the universal curriculum.

- **Secondary**

Secondary programming consists of self-contained courses in English Language Arts and Social Studies for new-to-the-country ML students. ESL teachers also co-plan to co-serve with universal content teachers to ensure all ML students, regardless of time in US schools, have access to grade-level rigor and standards-aligned curriculum.

- **SLIFE (students with interrupted or limited formal education)**

SLIFE students are those secondary students that have had at least two years or more of interrupted schooling or have multiple school years with limited enrollment. Secondary students who are classified as SLIFE attend Lombardi Middle School and Southwest High School. SLIFE students have significant gaps in their learning so the District has created English language arts and math courses specifically for students with limited or interrupted schooling. SLIFE students also participate in Social Studies courses taught by an ESL teacher, along with universal science and elective courses, with support from an ESL teacher and/or an ESL bilingual paraprofessional.

ML Program Accomplishments in 2023-2024

Bilingual Program

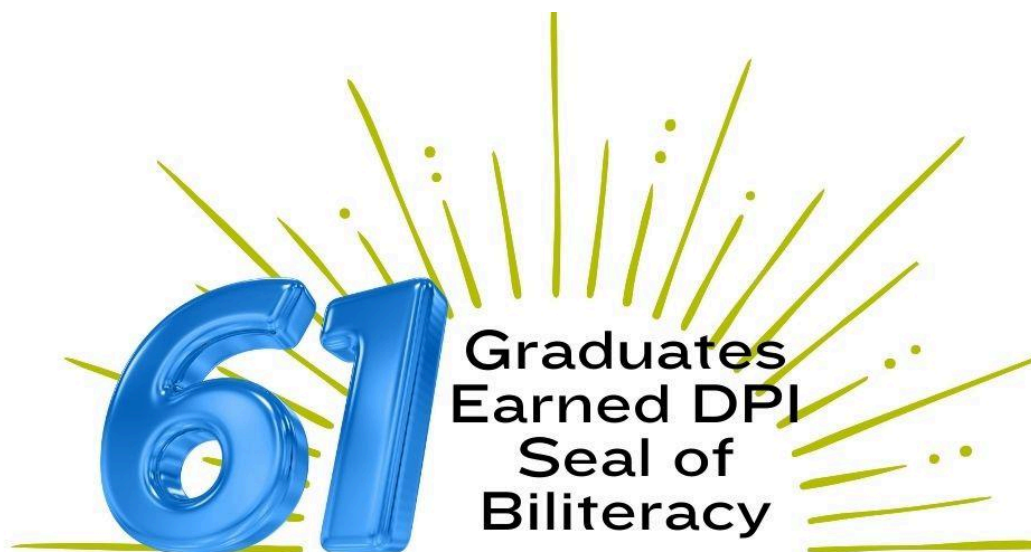
- Engaged in a jurying process that recommended the assessments to be used during the 2023-2024 school year for monitoring student growth in Spanish literacy and language development.
- Field tested the HMH curriculum resources in a few bilingual classrooms which helped determine the new 50/50 language allocation for literacy instruction.
- Offered professional development to bilingual teachers throughout the year to support learning around biliteracy development, language standards and utilizing translanguaging practices.
- Increased the number of students who earned the Seal of Biliteracy from 37 to 61. Fifty-two of the 61 students earning the Seal of Biliteracy were previously in a bilingual program.

ESL Program

- Field tested new HMH curriculum resources with a few ESL teachers which supports co-planning to co-serve.
- Engaged in professional development focused on the WIDA English Language Development (ELD) Standards. This professional development aligns with DPI's ELD Standards Adoption Timeline for full implementation of WIDA's ELD Standards by the 2025-2026 school year when ACCESS for ELLs will be based on the WIDA ELD Standards.
- Performed a deep data analysis of the ACCESS for ELLs data in WISEdash in order to provide additional English development to those elementary students not on track to English proficiency, as determined by DPI.
- Brought forward secondary Content Essential Documents (CEDs) and resources for English Language Arts and Math, and Lexia® English Language Development for elementary students, to the Board for adoption.

ML Projected 2024-2025 Initiatives

- Provide continued professional learning around the WIDA ELD, Marco DALE (Spanish language development) Standards, co-plan to co-serve, and newly adopted resources.
- Plan for teachers to provide ELD support for new to the country students with selected curriculum.
- Re-establish the bilingual advisory committee to optimize the bilingual program.
- Adopt the WIDA ELD Standards.
- Select Spanish assessments to use to monitor student language and literacy growth.
- Continue to recruit highly qualified teachers.



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 who cannot be, or are not adequately supported, 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 students who have disciplinary agreements at Dr. Rosa Minoka-Hill School
- Students at Shelter Care or the Brown Council Institute for Learning (located at the Brown County Detention Center) - overseen by Dr. Rosa Minoka-Hill School
- Program for Academic Credit and Education (PACE) at West High School
- Reaching Educational and Personal Objectives (REPO)
- GED Option #2
- Teen-Age Parent Programming (TAPP)
- WI National Guard Challenge Academy

50

[Innovative Education Update](#)

Gifted and Talented Program

The gifted and talented program in the Green Bay Area Public School District is designed to meet the unique educational needs of our 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 (23-24)

- Gifted and talented services are offered at schools in the Green Bay Area Public School District with 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.
- Gifted and talented identification criteria utilizes a variety of assessments.
- 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 experts and interact with other advanced learners across our schools.
- Parent informational opportunities provided on a variety of topics related to advanced learners.

Projected 2024-25 Initiatives

- Examine gifted identification in the areas of: arts, creativity, and leadership.
- Update the identification process of gifted students to become more equitable and representative of our student's diverse populations and backgrounds.
- Provide teachers with monthly strategies for the application and transfer of reasoning skills.

Title VI Indian Education - First Nations Program

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 1,015 (as of May 2024).

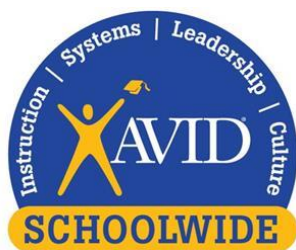
The First Nations Program's main objective is to increase academic achievement by providing culturally responsive academic enrichment, attending and/or offering culturally responsive professional development, and offering opportunities for adult engagement. The program's mission statement is:

- We strive to support First Nations Students culturally and academically by acknowledging past and present trauma, offering healing and consistent relationships, and helping students develop their gifts.

The Title VI grant funds are used for the equivalent of 6 full-time First Nations Specialist positions, who directly support students at assigned schools. First Nations Specialists are assigned to elementary schools with a high number of eligible students. During the 23-24 school year the following schools had a building-based First Nations Specialist: Chappell, Elmore, Fort Howard, Howe, Kennedy, King, MacArthur and Sullivan. In 23-24 First Nations Program Specialists supported students with short early literacy lessons and classroom support sessions, offering cultural activities, and offering summer school support..

During the 2024-25 school year the First Nations Program will continue to provide academic and cultural support through push in to confer and provide direct instruction individually or in groups with Lexia Core 5 during the independent/small group time daily. Data to determine needs will be used from Lexia Core 5.

AVID College Readiness System



AVID (Advancement Via Individual Determination) 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

- AVID has continued to grow in our district with nearly 700 students enrolled across eight schools and 33 elective classes. in the 2024-25 school year. In addition to the AVID Elective class, Edison Middle School continues to offer AVID Excel- an elective that amplifies language acquisition and college and career readiness skills for middle school long-term English learners.
- We also continue to expand our partnership with the Y-Achievers program. Y-Achievers is a program offered by the YMCA that is designed to help teenagers set and achieve goals, teaches them important qualities like being caring, honest, respectful, and responsible, and offers help with getting ready for college, writing resumes, getting academic support, visiting colleges, and learning about different cultures. YMCA staff work with AVID students at Lombardi, Southwest, Edison, Preble, Red Smith and Washington.
- Of the 52 AVID seniors who graduated and completed their exit survey in 2024, 100% met 4 year college entrance requirements, 90% completed the FAFSA form, and just over 70% of them enrolled in either a 2 or 4 year college in the first fall after graduation.

2024-25 Initiatives

- One of the primary goals for AVID in the 2024-25 school year is to deepen the understanding and implementation of tutorials in our AVID Elective classes. Tutorials are the cornerstone of the AVID Elective class, and they impart necessary 21st century skills to prepare students for college, career, and future success. Tutorials are held in a scholarly environment where students receive support in their academic classes and practice skills such as collaboration, communication, and critical thinking. To facilitate this process the district offered a full day of tailored professional development for approximately two dozen teachers, coordinators and administrators who teach or support AVID.
- During the 2024-25 school year Edison Middle School is testing out a new add-on offering called AVID Emerge. Emerge is a catalyst for accelerating academic language acquisition, purposely weaving reading, writing, listening and speaking into every facet of instructional practice. It offers research backed, differentiated resources to support all language proficiencies in English development classes.



Summer School and Extended Learning Programs

Summer School

Green Bay Area Public School District (GBAPS) is committed to ensuring every student in our school community feels engaged, connected and supported! Summer School is a learning opportunity for students to engage in academic/credit bearing and enrichment opportunities all designed to help students stay on track for graduation to become college, career and community ready. GBAPS Summer School is open to all students, even if they are not currently enrolled in a GBAPS school.

Summer School supports student achievement in an engaging way. At the elementary and middle school level, the summer school program exposes students to the upcoming grade level standards using a thematic, disciplinary literacy approach and emphasizing community connections. Students participating in Summer School who are below grade level have access to academic supports at the elementary level. At the secondary level, the summer school program allows students to advance or attain credits to ensure on time high school graduation.

Current State of the Summer School Program (Summer 2024)

- Refined morning themes for elementary summer school
 - Disciplinary literacy, integration of content areas
 - Build background to topics coming next year
- Revised programming templates for elementary teachers as an idea bank
- Incorporated additional community connections and opportunities for students to work with experts in the field
 - Partnered with additional area businesses and nonprofits
- Received ESSER Grant (for summer 2023 and summer 2024) to assist with staffing costs, field trip funds, YMCA camp and Boys and Girls Club
- Offered both enrichment and for-credit options for secondary summer school
- Enhanced middle school course offerings to offer high-interest, engaging courses in which students have the opportunity to apply their learning in an authentic context
- Increased offerings of for-credit courses at our high schools

Student Participation Data in 2024

- Over 724 continuous progress and credit recovery enrollments
- More than 926 credits earned through new course work
- Approximately 4140 students enrolled in summer school
- 31 students graduated during summer

Projected 2025 Initiatives

- Continue to increase offerings of for-credit courses at our high schools

21st Community Learning Centers

The 21st Community Learning Centers are an extension of the school day. They provide extended learning opportunities for students including academic enrichment as well as academic tutorials designed to help children meet academic standards in subjects such as reading and math. The 21st Community Learning Centers provide programs and services that can lead to improved academic student achievement, youth development, and family engagement.

Our Community Learning Centers at GBAPS during the 2022-2023 school year operated 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. 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 2022-23 school year the 21st CCLC sites served students in-person serving more than 800 students through our centers.

The centers provided virtual learning opportunities to students and families that focused on social, emotional, academic and enrichment support. This included:

- Enrichment academic opportunities for our students, academic tutoring and completion of school work
- Family events focused on enrichment activities that families could do together, as well as parent education
- Partnering with different community based organizations to provide virtual enrichment opportunities for students and families.

Projected 2024-2025 Initiatives

Last year the 21st CCLC program piloted DreamBox's literacy program in the afterschool program, as recommended by our Teaching and Learning Department. Data showed that students who participated made substantial growth in literacy outcomes. This year, the use of the program will be implemented across all 11 sites.

21CCLC DPI Funding

- Our district currently has six 21st CCLC grants at Danz, Eisenhower, Howe, Nicolet, Sullivan and Lincoln. We are currently in year 3 of a 5 year granting cycle for these sites. Each site is evaluated annually and results are made available on our district website.
- This year each grant funded site will participate in a site monitoring visit by DPI to ensure grant compliance and strengthen collaboration.

District Health Services

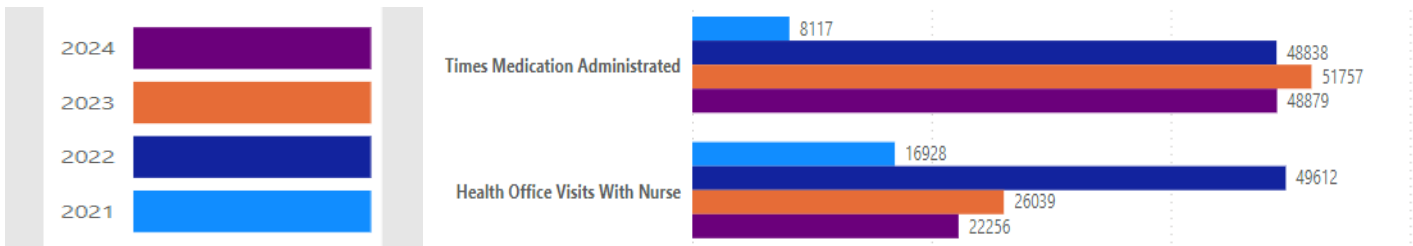
The district health services staff works with students, families, staff and the community to ensure that children's health needs are met so that they can attend school healthy and ready to learn. The district employs a total of thirteen full-time school nurses who provide nursing coverage to all buildings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

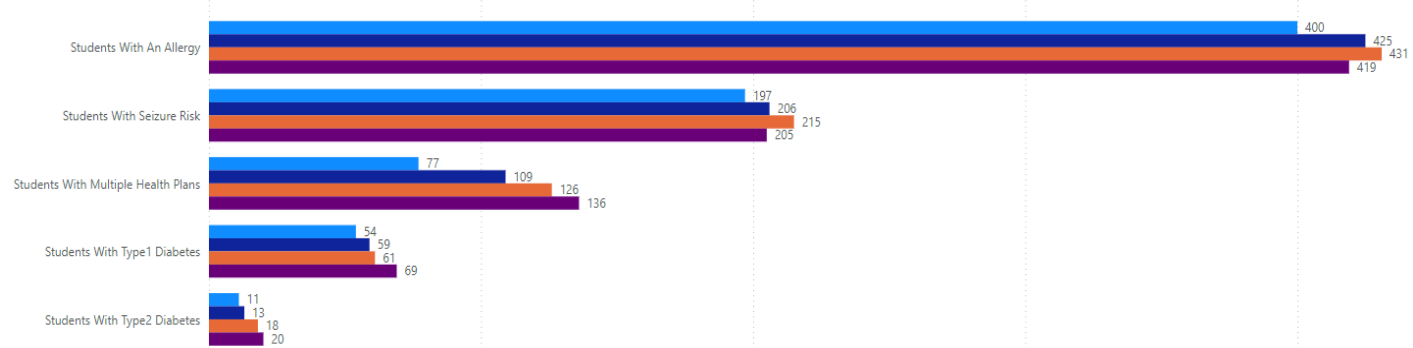
Nurse and Student/Parent Contact

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.



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. See above for 'YEAR' legend:



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.

For the 2024-25 school year, the District Wellness Committee will continue to focus on the areas where we can improve our WellSat score. Areas of focus will be:

At least once every three years, SFAs must assess compliance with the local school wellness policy and make the assessment results available to the public.

The assessment measures the implementation of the local school wellness policy and includes:

- *The extent to which schools in the SFA are in compliance with the local school wellness policy;
- *The extent to which the local wellness policy compares to model local wellness policies; and
- *A description of the progress made in attaining the goals of the local school wellness policy.



Pupil Services

The Pupil Services Department is committed to building the capacity of schools to comprehensively support the social-emotional, behavioral, academic, career, and mental health needs of students. A number of efforts have been initiated and will continue in 2024-25 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
 - Professional learning to support implementation of Tier II behavioral and social emotional/mental health research-based practices with fidelity, including progress monitoring
 - Continuation of implementation of Cultural and Linguistic Responsiveness (CLR) into instructional practices
 - Continuing work of integration of CLR into Behavior Definitions.
- 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
- Embed and align morning meeting/advisory structure
- Use of Securly, a software-based resource, supports student's mental health and safety on district-issued devices
- Support continued implementation of universal social-emotional curriculum, Culturally Responsive Minds (CRM)
- Continuation implementation of the (K-12) American School Counseling Association (ASCA) Model.
- Care Solace, mental health care coordination service for K-12 school districts.
- Coordination of both staff and students awareness efforts to combat the fentanyl crisis
- Equitable Multi Level System of Support District Team
- Portrait of a Graduate

Seclusion and Restraint

Per the WI Department of Public Instruction Act 118, by October 1 of each school year the Superintendent or designee must provide the Board of Education with:

- The total number of seclusions and restraints
- Total number of students involved in a seclusion or restraint
- Total number of students with disabilities who were secluded or restrained

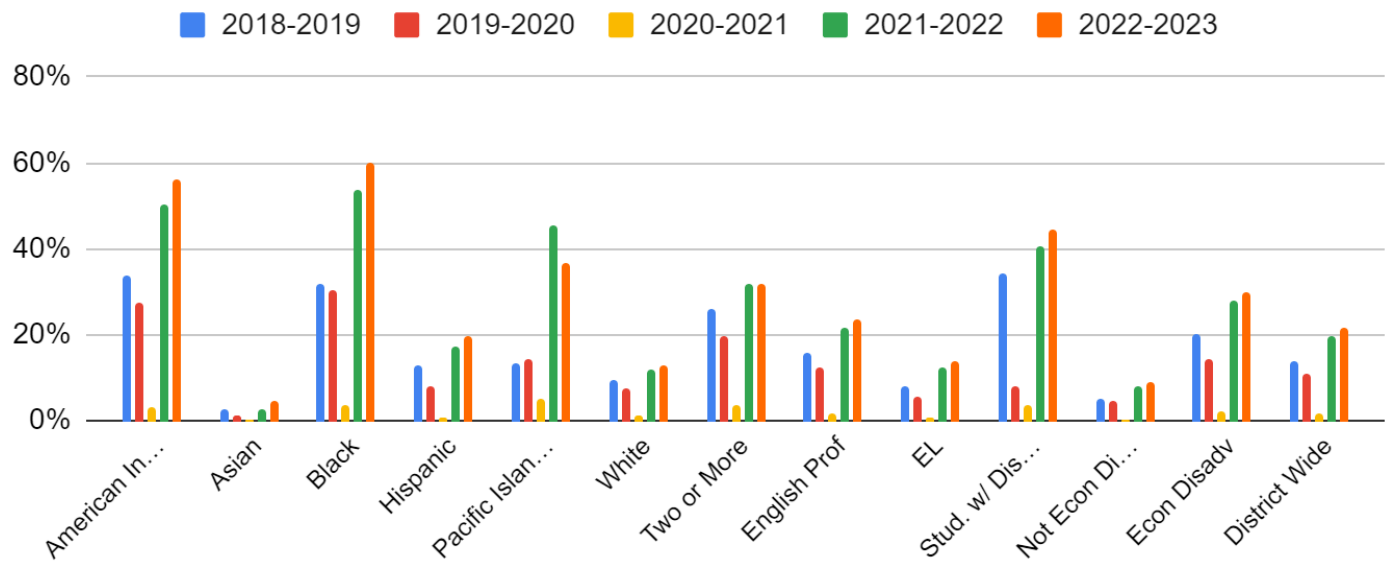
Below you will find the number of Seclusions and Restraints that were documented for the school year of 2023-2024

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Incidents of seclusion	242	169	101	13	113	102	155
Incidents of restraint	366	316	229	48	245	169	232
Total students restrained	114	76	102	28	106	81	119
Total students with disabilities restrained	80	58	76	20	69	73	91
			The numbers reflect all events until the March 13, 2020, Stay At Home order, by Governor Tony Evers.	Students with more significant disabilities were in school when others were still virtual.			

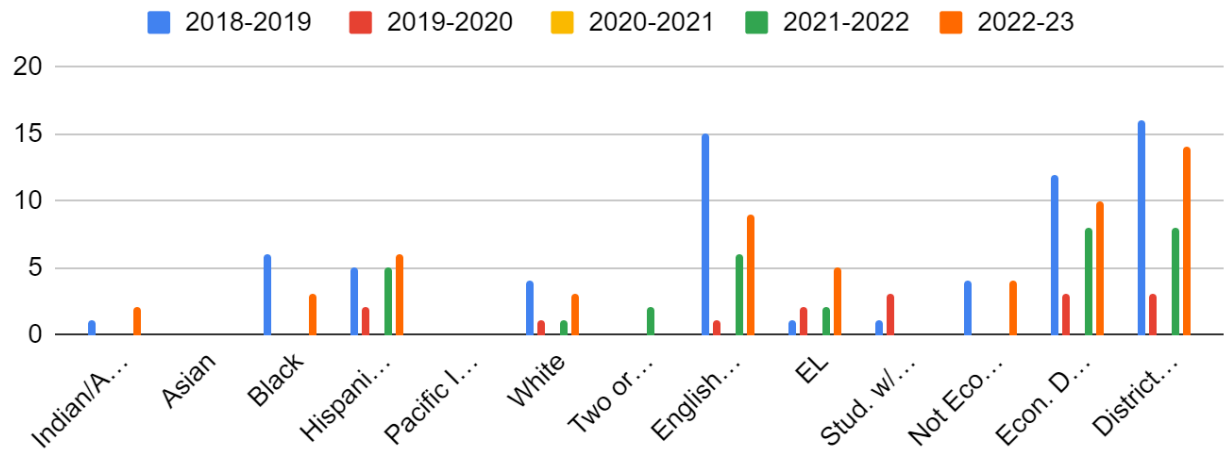
Equitable Multi Level System of Support Behavior (EMLSSB)

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 that is both culturally and linguistically responsive. 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



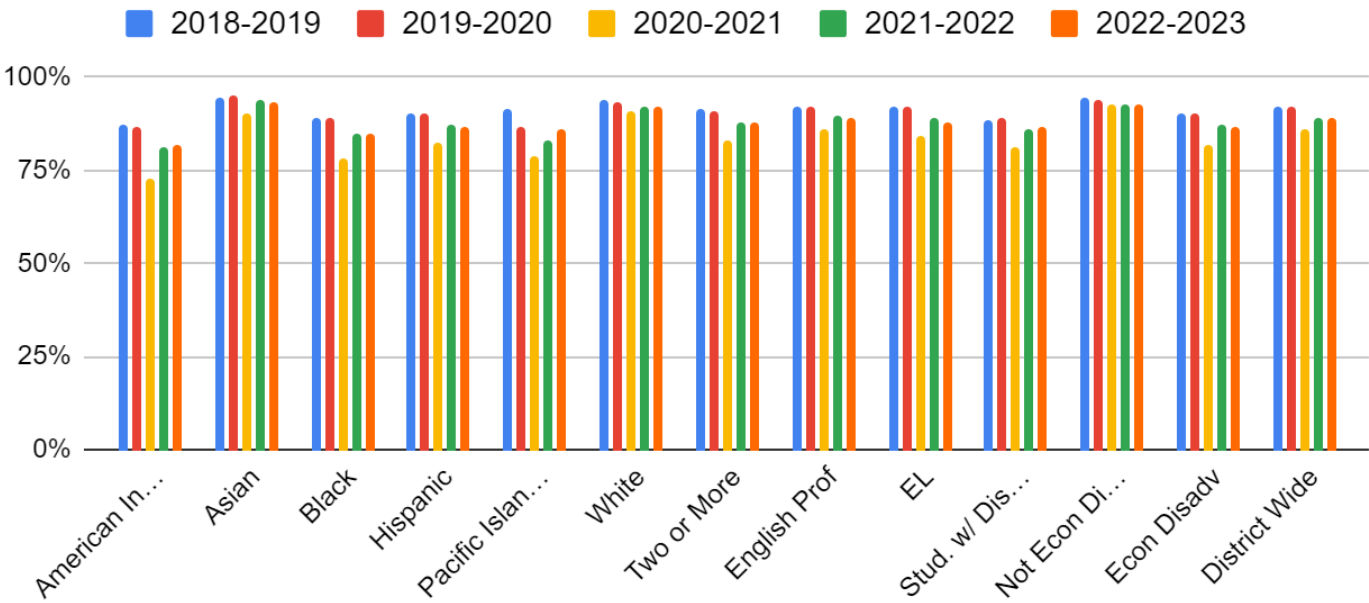
Expulsions (Number of Actions)



Attendance

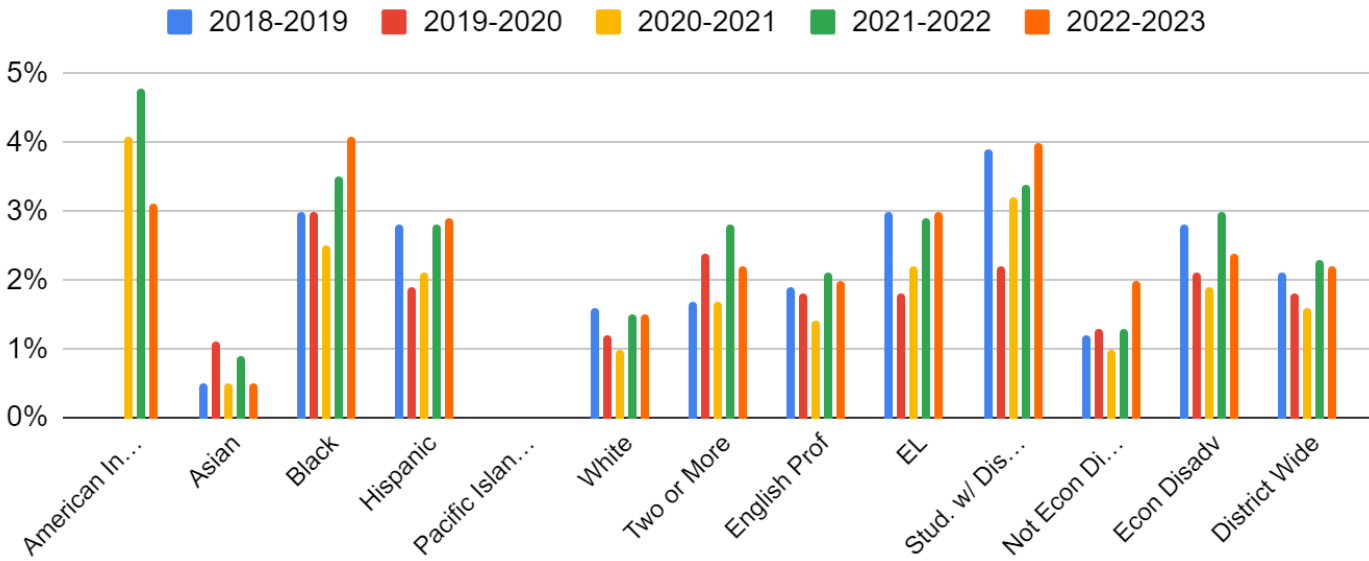
The connection between attendance and academic outcomes is clear, but the underlying issues resulting in chronic absenteeism are complex, requiring a multi-faceted, system level approach involving all stakeholders to positively impact attendance and reduce dropout rates.

Attendance



Drop-Out Rate

Drop-Out Rate



Projected 2024-25 Initiatives

- In partnership with community providers, host and facilitate parent presentations to support positive transitions
- Expand upon partnership initiated with the Green Bay Packers to enhance community awareness of the importance of positive school attendance
- Build capacity of schools to utilize data to measure effectiveness of school based attendance plans
- Develop enhanced collaborative partnership with Brown County Department of Human Services and the municipal court to address chronic absenteeism.
- Facilitate training and process to empower teachers to take an active role in supporting attendance

Mental Health and Wellbeing

The Department of Public Instruction (DPI) recently released the 2023 Youth Risk Behavior Survey (YRBS) state summary report and corresponding information sheets. The mental health data summary sheet highlights “Wisconsin youth are in a mental health and emotional well-being crisis based on the most recent data”. The following data elements are a small excerpt of the district YRBS results.

The YRBS gathers information regarding anxiety, depression, and suicidal ideation. Chart #1 depicts the percentage of students reporting problems with anxiety during the last 12 months. While the percentage of GBAPS students reporting problems with anxiety is slightly lower than the state percentage, a slight increase (2%) is evident from 2019-2023.

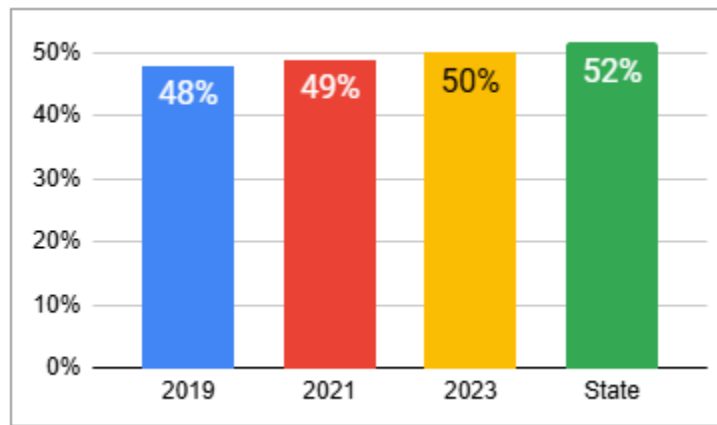


Chart #1

Youth experiencing a mental health concern may engage in non-suicidal self-injurious behavior as a maladaptive coping mechanism. In chart #2 depicting the percentage of students reporting purposefully hurting themselves without wanting to die, there is a steady upward trend with the percentage being the same as the state results of 21%.

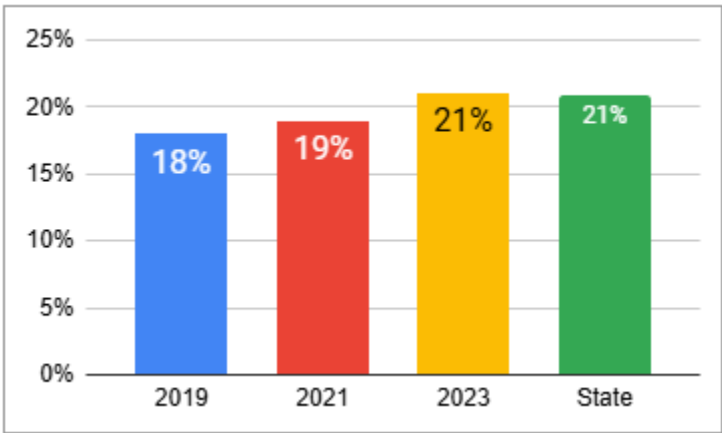


Chart #2

Understanding the impact of trauma and the potential implications for student success, the YRBS includes some safety questions that are not restricted to the school environment. Chart #3 is a composite measure of affirmative responses to any sexual or dating violence questions. There has been a 7% decrease in the composite score and the GBAPS percentage is also slightly lower than the state percentage.

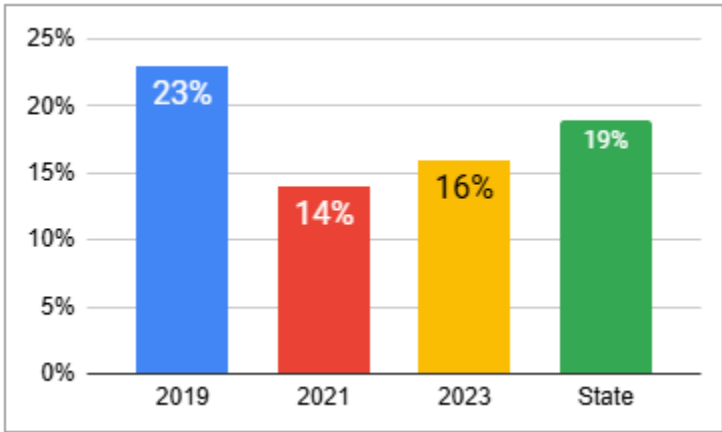


Chart #3

The 2021 YRBS included a question pertaining to the adverse childhood experience of living with someone who was depressed, mentally ill, or suicidal. “Research has demonstrated exposure to childhood adversity has an impact on adult mental health, increasing the risk for depression and suicide” (Wisconsin YRBS Summary Report, 2023). A 6% decrease is evident when comparing 2021 and 2023 with the district results being fairly comparable with the state with over 40% of youth endorsing this question.

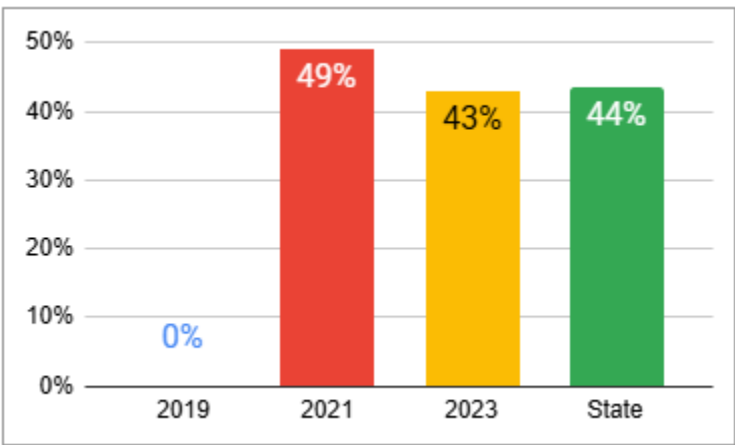


Chart #4

Generally, students who report having strong adult support and feeling connected to school are less likely to engage in risky behaviors. Consistent with state results, there has been a decreasing number of students agreeing or strongly agreeing they belong at their school (Chart #5).

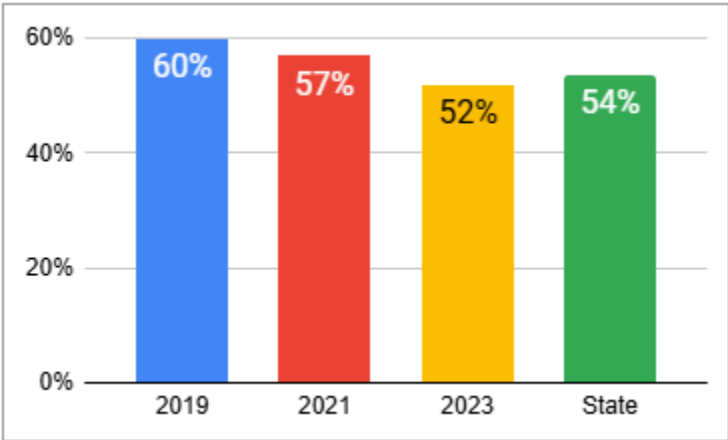


Chart #5

A continuum of services are delivered to comprehensively support student mental wellness. The district strives to take a proactive, upstream approach to supporting student mental wellness through implementation of Sources of Strength and Hope Squad. These peer to peer, evidenced based programs are designed to build resilience, increase connection, promote help-seeking, and teach healthy coping strategies. Sources of Strength and Hope Squad data for 2023-24 school year follows:

- 150 students trained to serve as peer leaders
- 2,100 students received suicide prevention gatekeeper training

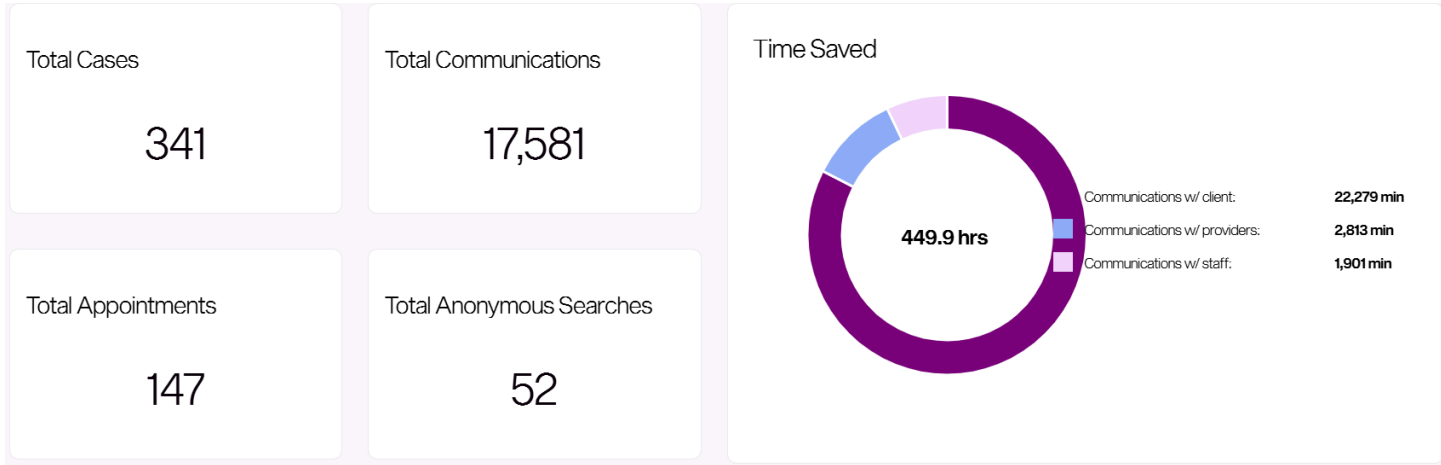
The 2023-24 school year served as the inaugural year for implementation of a universal, social-emotional, mental health screener (**BIMAS-2**). Relying solely on traditional approaches for identifying students who are at risk for social-emotional and mental health concerns such as discipline, teacher, and parent referrals are often inefficient and reactive resulting in delays in the students accessing the help they need. The screener promotes early identification and proactive interventions potentially preventing a student from experiencing a mental health crisis.

The district opted to target 5th and 8th students to ensure linkage with resources prior to those critical transitional years. As a result of a well-developed process prompted by endorsement of the question pertaining to suicidal ideation, nearly **300** students received individualized follow-up. Schools were able to leverage school based mental health and Care Solace (discussed below) to bolster created support plans.

At the other end of the continuum of services, school based mental health services are provided to mitigate barriers to receiving counseling including access. During the 2023-24 school year, GBAPS was able to successfully more than double the number of schools receiving school based mental health with a total just over **200** students receiving services at the following schools:

- Minoka
- Danz
- East
- Franklin
- Sullivan
- Aldo
- Edison
- Kennedy
- Martin
- MacArthur
- Doty
- Red Smith
- Chappell
- Eisenhower
- NEW School of Innovation
- Preble

Navigating community resources, especially mental health resources, can be daunting for families. Care Solace (impact report below) provides multilingual care coordination by assigning a care companion who provides referrals to families that take into consideration the unique needs of the student or family member including insurance, preferred language, and availability of provider. During the 2023-24 school year, nearly 150 students were connected with mental health services.



- Care Solace has saved our students, staff and families just under 400 hours to support their mental health treatments.
- 47% of the families who utilized Care Solace were for our students ages 3-11. 20% of them needed support due to Marital Needs and 19% needed support due to suicidal ideation.
- 45% of the Care Solace requests came from our adolescent students. 19% utilized Care Solace for suicidal ideation. The same percentage as our students ages 3-11.
- With Care Solace, over 40% of referred families were successfully connected with mental health services.

Projected Initiatives for 2024-25:

- Utilize videos depicting GBAPS students to deliver components of stigma reduction toolkit to promote help seeking behaviors
- Provide training on newly created non-suicidal self-injurious behavior tab to implement SOARS model
- Partner with Sexual Assault Center for execution of universal lessons to enhance safe decision-making
- Effectively leverage morning meeting/advisory to allow for exploration of high interest activities
- Expand capacity of school teams to analyze and integrate social-emotional behavioral screener data into current MLSS infrastructure

McKinney Vento Program for Students Experiencing Homelessness

The [McKinney Vento Program](#) is a school based program to support the needs of students experiencing homelessness. The mission of the program is school access, educational stability, academic success and engagement for students who lack a fixed, regular and adequate nighttime residence. The McKinney Vento Act requires that students experiencing homelessness can enroll in school without required documents or proof of residency. They also have the option to continue at their School of Origin, which is the school they attended prior to displacement, with transportation provided. Furthermore, the McKinney Vento Program assures that students have the necessary supplies, school resources and engagement opportunities to promote academic success and graduation. During the 2023-24 school year **1134** students were identified as experiencing homelessness and received individualized support in areas such as transportation, supplies, basic needs, and academics.

The McKinney Vento team has cultivated strong partnerships with community providers to maximize outreach and to enhance the support provided to students/families. In addition, the team capitalizes on opportunities to educate the community about the issue of homelessness, which positively impacts partnerships and can result in monetary donations. The MKV team has successfully been awarded the Education for Homeless Children and Youth Grant through the Wisconsin Department of Public Instruction as well as a System of Care Grant through Brown County United Way.

Initiatives for 2024-2025:

- Collaborate monthly with Brown County Housing and Homeless Coalition and Service Providers, to educate on the McKinney Vento Program in order to enhance identification of youth and families, as well as coordinate services and provide access to multifaceted services that promote stability.
- Expand upon professional learning opportunities for school staff by providing more in-depth McKinney Vento training on a consistent basis throughout the year.
- Provide individualized attendance and academic support, as well as interventions for identified high school students to improve attendance and graduation rate for youth experiencing homelessness.
- Increase awareness of, and exposure to, post-secondary programming through information, post-secondary events, college tours and connection with Career Coaches for high school students experiencing homelessness.
- Refine the mid-year "Housing Check," which is a survey emailed to all GBAPS families to identify and support housing instability mid-year. The purpose is to increase MKV identification and prevention for families at risk of homelessness at different points of the year.
- Collaborate with the Department of Technology to develop reports that monitor daily attendance, address changes and enrollment changes for students experiencing homelessness in order to immediately respond to family needs and support daily attendance and academic success.

Equity, Diversity, and Inclusion (EDI)

During the 2021-22 school year we developed an *Equity Diversity and Inclusion* (EDI) Task Force that included students, staff and community partners, which represented our diverse student population. We met eight dates throughout the school year. During this time, we developed an Equity Purpose Statement, Equity Core Value Statements and went through the process of a root cause analysis with our District data. From there, we developed recommended EDI Core Commitments, as listed below. During the 2023-24 school year the EDI District Leadership team developed measurable goals with identifiable outcomes and action steps.

1. **Equitable Access:** GBAPS will review and revise current processes and practices that inhibit student access to high quality curriculum, instruction, support, and other educational resources, with a specific focus on the Multi-level System of Support and academic planning practices.
2. **Culture of Excellence:** GBAPS will increase the achievement of all students through instructional and grading practices that honor and build upon the assets of every student; provide educational resources and materials that reflect the diversity of students and staff; actively recruit, employ, support and retain culturally diverse and a culturally and linguistically responsive workforce, with a focus on experienced educators working with the most underserved students; and provide professional learning opportunities to eliminate educational disparities between groups of students.
3. **Welcoming and Safe Environment:** GBAPS will provide to all staff learning opportunities on culturally and linguistically responsive practices, and create an inviting and inclusive environment, in all facilities, that reflects and supports the diversity of the student population, their families, and our community.

In support of the Board approved core commitment, the District created two new positions: Director of Engagement & Inclusion, and Director of Recruitment & Talent Development. These positions, in collaboration with the Director of Pupil Services/Equity, will support the District's continued efforts in this area. In November of 2024 the team presented an update to the Board of Education. See [Board Memo November 2024](#) for details.

Affinity Groups at GBAPS are volunteer opportunities for staff to have safe spaces to network with colleagues and/or for people who want to learn more about how to become an ally for students and coworkers. Affinity Groups play a vital role in ensuring an inclusive environment where all are valued, included, and empowered to succeed.

The goals are for:

- Professional development and networking;
- A collective voice and relationship with the Department of Equity and Department of Engagement and Inclusion
- A role in fostering a community of support, respect, and advancement
- Engagement in recruitment and retention efforts; and
- Broadening cultural awareness throughout our district.

GBAPS Voices of Equity (VoE) and GBAPS Unapologetically Pride (UP) is to provide GBAPS employees with a shared interest in learning and working together to align the voices of underrepresented groups, build a supportive community, examine current issues they face, discuss mutual concerns, and help each other navigate a K-12 education system and make recommendations. To create a path to allow for a thriving workforce within our organization for them and those who support them.

During the 2023-2024, Voices of Equity (VoE) resumed through a request from staff. Our meetings were held in the months of March, April, and May at different building locations. In past years, Voices of Equity was originally open to staff who identified with a historically marginalized racial group. Through engaging conversations with participants it was decided that the group would be open to all so that we can learn and grow together.

Plans for 2024-2025 school year

GBAPS Voices of Equity, through collaboration with CESA 6 Center 4 All are offering once a month meetings along with staff and family community building opportunities.

Click [here](#) for the schedule. [Voices of Equity Insight Survey Responses \(10.23.24\)](#)

GBAPS Unapologetically Pride (UP), through collaboration with district staff, are offering quarterly gatherings, during the school year.

CESA 6 Center 4 All offers several virtual opportunities for staff of the same identity/roles to connect:

- [LGBTQIA+ Affinity Group for Educators](#)
- [Affinity Group for Educators of Color](#)
- [DEIB Leader Network](#)



Technology and Information

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

Current State of Technology for Education in the District

- The district receives many inquiries about student data privacy agreements for online resources. Prior to any online resource being used that shares student data, the District requires that a WI Student Data Privacy Agreement be signed by the requested resource. To assist staff in knowing which resources have signed a student data privacy agreement, the district continues to maintain a [Student Data Privacy](#) section on the Department of Technology's website. To this date, nearly 180 student data privacy agreements have been secured by the district. This is an increase of roughly 30 agreements from this past year. GBAPS continues to be a leader in establishing state level privacy agreements with solution providers.
- District buildings are placed on a refresh cycle for front of the classroom displays. During 2023-2024, Edison's front of the classroom displays were refreshed along with buildings impacted by the consolidation efforts.
- The network, our connection to all our devices and schools, is working at full strength. We connect all of our buildings with private fiber optic cable. We have over 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.
- All student devices function off of an upgraded firewall; filtering student devices both on and off-site.
- All staff participate in regular monthly cyber security awareness opportunities.
- All staff devices are configured to receive Windows updates regardless of location. This allows security updates to be applied to users whether or not they are on the district's network.
- To strengthen the security posture of the district, our Cybersecurity Incident Response Plan was reviewed and tested during two tabletop activities.
- Approximately 4,575 student chromebooks were refreshed for students in grades 1, 6 and 9. This is year one of a strategic refresh cycle.
- Access points were refreshed throughout the entire building.
- 13 building PA systems were refreshed while 15 more systems received enhancements.
- Strong password requirements were implemented on secondary student accounts.
- Middle school business education and high school woods laptops were refreshed.
- The district's data visualization tool was introduced.

Projected 2024-25 Initiatives

- The district will implement Infinite Campus Workflow Suite, which provides advanced attendance and digital hall pass features. This will improve real time student monitoring capabilities and increase data available related to attendance. The suite also provides parents/guardians with a simple tool for advanced reporting of student absences to school via the Campus Portal.
- The district will refresh devices for students in first, sixth, and ninth grade.
- The district will refresh Paraprofessional educator devices.
- The district will refresh front of the classroom displays at Aldo, West, and Preble.
- The district will continue to monitor and enhance its security posture by conducting tabletop activities with necessary stakeholders to practice the Incident Response Plan.
- The district will continue to create and enhance data visualization tools to inform educational decision making and improve student outcomes.
- The district will transform print practices via print studies in collaboration with building leaders to reduce the cost of printing and increase usage of the Print Center.
- The district will partner with Pupil Services to run a family engagement night with a focus on healthy and secure use of technology in the home environment.

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

- All ACT 143 required documentation was submitted to the Office of School Safety by December 31, 2023.
- Site security assessments were completed at 12 schools in the 23-24 school year.
- 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

CENTEGIX Crisis Alert System

- The Centegix Crisis Alert system went live for the 23-24 school year. Staff received wearable panic button badges and were trained on how to activate a “staff alert” when they need assistance, or a “Lockdown Intruder Alert” for an active threat to the building.
- Students were trained on the Centegix Crisis Alert System and what the different alerts and colors mean.
- Posters were displayed in classrooms and common areas showing the crisis alert colors and explanation of what safety protocol was for quick reference.

School Resource Officers (SROs)

- Completed safety presentations in elementary schools in the following areas: bullying, theft, internet safety, vandalism, gangs, and stranger danger.
- Provide security at extracurricular events across the District.
- We had (1) SRO retirement and a new SRO was hired for the Preble Quad

School Safety Improvements

- Radio repeaters were added at Washington and Franklin to enhance portable radio communications.
- Additional portable radios were provided to several schools.
- Additional security cameras were installed in several schools in areas of need along with the referendum projects.
- The District and the City of Green Bay worked collaboratively to have additional police officers work during the high school lunch periods to promote safety around the schools and in the community where our students would go for lunch.

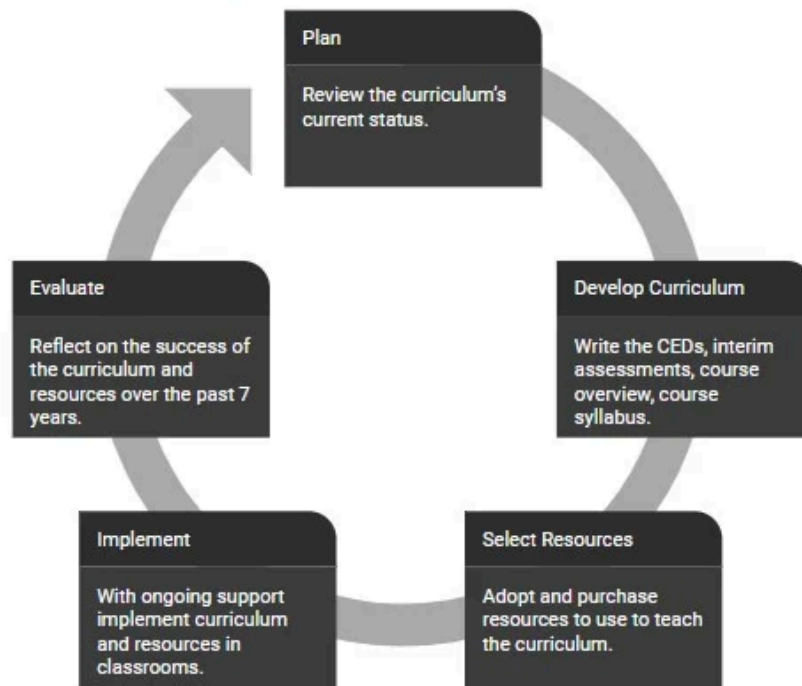
2024-25 Initiatives:

- Update the Centegix Crisis Alert colors based on staff feedback.
- Update the School Emergency Management Plan to match the new Centegix colors.
- Update the School Safety Plan and send it to the BOE for approval.
- Conduct 15-20 site security assessments as required by ACT 143.
- Implement a new Threat Assessment Inquiry process.

District Curriculum Cycle

The Teaching and Learning Department facilitates the development and implementation of the district's curriculum. The District Curriculum is based on the state standards and the school district's policies and goals, which specify what students need to know and be able to do, and is developed by teams of district directors, curriculum coordinators, building administrators, and teachers. The goal is to provide GBAPS students with guaranteed and viable curriculum throughout their career in the district. The GBAPS curriculum cycle has five phases.

Curriculum Renewal Process



Plan: The first phase of the curriculum renewal process is *Plan*. The purpose of this phase is to collect and review data to develop a plan to proceed through the curriculum cycle. This phase is critical in the process, so that all stakeholders understand and commit to the intended outcomes of the curriculum cycle. These outcomes could include; updating curriculum documents, purchasing and implementing new resources or maintaining the current curriculum with the current instructional materials. At the end of this phase, a “state of the curriculum” report will be available to articulate the current state of the content and the future goals in that content area.

Develop: The second phase of the curriculum renewal process is *Develop*. The purpose of this phase is to review, revise, write, and publish the district's written curriculum. The curriculum includes: Content Essential Documents, Curriculum Maps, Interim Assessments and Course Overview, all of which are derived from the Wisconsin State Standards. GBAPS Curriculum is developed by teams consisting of district leaders, district curriculum coordinators, school principals, department chairs, and content area teachers.

Select Instructional Materials: The third phase of the curriculum renewal process is to select high quality instructional materials for teachers to use while implementing the GBAPS curriculum. During the selection process teams consisting of district leaders, district curriculum coordinators, school principals, department chairs, and content area teachers complete

multiple steps to select instructional materials. The steps include: identifying criteria and a rating system, researching possible instructional materials, reviewing and rating possible instructional materials, and conducting a trial of possible instructional materials. During this phase, feedback is gathered from district curriculum coordinators, school principals, department chairs, teachers, students and community members.

Implementation: The fourth phase of the curriculum renewal process is *Implementation* of the curriculum and instructional materials. During this phase, professional learning is provided to district leaders, principals, teachers and support staff in partnership with experts in the field, instructional material trainers, and/or GBAPS curriculum coordinators. This phase takes multiple years with professional learning and support differentiated each year based on the feedback from teachers, students and community members. Support may include: professional learning offerings, training, or instructional coaching.

Evaluation: The fifth phase of the curriculum renewal process is *Evaluation*. The purpose of this phase is to evaluate the effectiveness of the curriculum and instructional materials. While this evaluation has been embedded throughout the implementation phase, this final phase provides an opportunity to review multiple years of implementation to determine if the curriculum and instructional materials have increased student achievement over time.

Below are the content areas placed within the phase they were in during the 2023-2024 school year, as well as those anticipated for the 2024-2025 school year.

Phases	2023-2024	2024-2025	Hold for future placement
1 Plan	MS/HS Art MS/HS Health MS/HS Music HS SS: Modern World & Modern US History MS/HS World Language - Chinese and ASL	ES/MS/HS Art ES Health MS/HS Music MS/HS PE MS/HS Agriculture, Food & Natural Resources MS/HS Family & Consumer Science - Culinary Pathway MS/HS Business Education - Computer Science Pathway HS Science Electives - Chemistry, AP Chemistry, DC Chemistry	HS ELA Electives HS Social Studies Electives (Contemporary World Issues, Economics, Law & Justice, Psych, Soc) AP MS STEM Class HS Math Electives
2 Develop	ES/MS/HS Social Studies	MS/HS Health ES Music HS SS: Modern World & Modern US History MS/HS World Language - Chinese and ASL	
3 Select Resources	ES Science ES/MS ELA HS Math - Core ES/MS/HS Social Studies	MS/HS Health MS/HS World Language - Chinese and ASL	

<p>4 Implement</p>	<p>MS/HS World Language - Spanish and French (Year 1) MS Science (Year 2) Personal Financial Literacy (Year 2) ES Physical Education (Year 2) HS ELA (Year 2) MS/HS Agriscience (Year 3) HS Engineering and Automotive (Year 3) PK Literacy (Year 3) HS Business Education (Year 1) MS/HS Family Consumer Science (Year 1) MS Technology Education (Year 1)</p>	<p>HS Math - Core (Year 1) ES/MS ELA (Year 1) ES/MS/HS Social Studies (Year 1) MS/HS Technology Education - Construction and Manufacturing Pathways (Year 1) MS/HS World Language - Spanish and French (Year 2) MS/HS Family & Consumer Science (Year 2) ES PE (Year 3) MS Math (Year 3) HS ELA (Year 3) Personal Financial Literacy (Year 3) PK Literacy (Year 4) MS/HS Business Education - Administration Pathway (Year 4) MS/HS Business Education - Marketing Pathway (Year 4) HS Technology Education: Engineering and Automotive Pathways (Year 4)</p>	
<p>5 Evaluate</p>	<p>HS Family Consumer Science</p>	<p>ES Math</p>	

Professional Development in 2024-2025 School Year

Literacy

- New Teacher Professional Learning PK, High School English Language Arts (ELA)
- Newly adopted Literacy Instructional Materials K-8
- Embedded professional learning at the building level (PK-8) facilitated by literacy coach
- Language and Literacy Instruction with all K-5 literacy educators and administrators - Language Essentials for Teachers of Reading and Spelling (LETRS)
- Student Centered Coaching, focusing on outcomes for students - Literacy Coaches, District and Building Administrators
- Elementary Literacy Coaches - Lexia LETRS Literacy Symposium and Lexia LETRS Volume 2
- Elementary literacy educators - literacy screener and diagnosis assessments
- 95 RAP (Reading Achievement Program) Coaching focusing on data review for elementary interventionists

Mathematics

- Stepping into Bridges for New Educators
- Teaching Mathematics in PK-5 (yearly updates)
- Add+Vantage Math Recovery Course 1 and 2
- Math Recovery Intervention Specialist part 2 for elementary interventionists
- Building Based Professional Learning Opportunities

Secondary Math

- AVMR (Add+Vantage Math Recovery) Course 1 & 2
- MidSchoolMath (MSM) National Teacher Certification Cohort (representatives from each middle school)
- MSM Professional learning for all middle school math teachers (3 sessions)
- MSM National Conference - District Leaders & Teachers presented their GBAPS work
- Onsite Classroom Coaching with MidSchoolMath
- Open Up Trial Team Professional Learning
- Open Up AGA Implementation Training
- Open Up Accelerated 7 Implementation Training
- The HIVE - Open Up Resources National Conference - District Leaders, Administrators & Teachers
- Onsite Classroom Coaching with MidSchoolMath
- GBAPS Secondary Mathematics Institute in partnership with MSM

Pupil Services

- Section 504 updates and training
- Ripple Effects
- Universal Social-Emotional Screener (Panorama and BIMAS)
- Equitable Multi-Level System of Support
- Updated Behavior Definitions
- Non-Violent Crisis Training
- Effective Supervision Training (monitors and noon hour supervisors)
- De-Escalation Training
- Classroom Management (CHAMPS & STOIC)

Multilingual Learners

- WIDA English Language Development Standards
- Marco DALE (Spanish language development) Standards
- Co-plan to co-serve
- Newly adopted Multilingual Learner resources

Special Education

- Special Education Academic Intervention
- Teaching Behaviorally Challenging Students - Ideas, Strategies, & Techniques
- New Special Education Teachers with Stipulations Training
- Special Education New Teacher Training goIDEA and Compliance
- Teachers New to Learning Read 180 and The Code
- Veteran Read 180 and The Code
- ID Focus Teacher Training for New Teachers
- Behavior Focus Grade Level Collaboration - Elementary School
- Behavior Focus Grade Level Collaboration - Middle School
- Behavior Focus Grade Level Collaboration - High School
- All ID Focus Teacher Training and Collaboration
- Teacher Students with Autism
- New Special Education Teachers with Stipulations Support in Classrooms
- Reading & Math Interventions for New Special Education Teachers
- Reading & Math Interventions for Veteran Special Education Teachers
- New Paraprofessional Training 8/15/24 and 8/16/24
- IEP Writing (Behavior Focus Teachers)
- Autism Focus District Wide Collab
- goIDEA/Combined with overview of beginning of year set up
- New Teachers - Academic
- New Teacher - Behavior
- Behavior Focus Specialty Components
- Intellectual Focus - Beginning the Year Set-up and Goals
- Autism Focus-Beginning the Year Set-up and Goals
- Supporting in an ID Focus Specialty Program for ID Paras
- New Teacher - Best Practices and Compliance
- Understanding IEPs and Data Collection for Spec Ed Paras
- New Teacher - Autism 101
- ID Focus - Vocational Skills and Collaboration
- SEL Mid - Year Refresh
- Behavior Focus Specialty Components/Student Rubrics
- Avoiding Power Struggles for Paras
- ID Focus - Assistive Technology and DLM
- SEL End the Year Strong
- ID Focus - Finishing the Year Strong
- Various Paraprofessional Training Sessions - Visuals, Behavior, and Data Collection (individual schools)
- ID and AF Teachers - Sensory Diets

Human Resources

- [District Summer 2024 Professional Learning Series](#)
- Educator Induction Program - All newly hired educators are provided with a mentor as well as provided opportunities to collaborate and learn with colleagues at monthly sessions dedicated to timely topics focused around district priorities. Topics are facilitated by the Educator Effectiveness coordinator as well as specialists from district level departments.
- Paraprofessional Mentoring Program - All newly hired paraprofessionals are provided with a mentor as well as provided opportunities to collaborate and learn with colleagues at monthly sessions dedicated to timely topics

focused around district priorities. This grant-funded program is co-coordinated with leadership from Special Education, School Leadership, Partnerships and Grants, and the GBEA.

- Substitute Teacher Training (DPI-approved training program for district staff interested in becoming certified to work as substitute teachers)
- Educator Effectiveness Evaluation Professional Learning
 - Annual Administrator Educator Effectiveness Evaluation Training
 - Educator Effectiveness Certification Training (New Administrators Cohort)
 - Educator Effectiveness Recertification Training Cohort
 - Educator Effectiveness Evaluation Calibration
- Hiring and Supervision of Staff Practices for Supervisors workshops
- Educator Master's Degree Program for GBAPS Staff
- Annual Office Personnel Back-to-School Training



School Improvement Planning for 2024-2025

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.

Equitable Multi Level System of Support (EMLSS)

Our Multi-Level System of Support is the key framework for academic and behavioral interventions within the district.

The purpose of this [comprehensive MLSS framework](#) is to provide systemic information and procedural direction to the district and each of the school's Learning Support Teams. The cohesive support allows for consistency with practice and decision-making across the district. Although the procedural direction is stagnant, the school teams have flexibility to choose the appropriate intervention based on the student's academic data and the results of previous interventions. A Personal Education Plan/Teacher Created Plan is developed for all students receiving additional support in addition to the universal/general education curriculum. All staff members providing services use the written plan to record student progress and monitor the student response to the intervention.

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.

WI DPI began rolling out the EMLSS (Equitable Multi-level System of Support) framework in early 2024. A cross-departmental team from the District Office attended a training from DPI at CESA 7 to learn about the framework, and will attend more sessions in the 2024-2025 school year to be able to support the district implementation of an EMLSS.

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.

Acknowledgement

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