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</tbody>
</table>
In the 2021-22 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 2021-22 school year, in order to fulfill our mission to **educate all students to be college, career, and community ready, inspired to succeed in our diverse world.**

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

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

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

- **District Achievements**
  [https://www.gbaps.org/why_choose_gbaps/district_achievements](https://www.gbaps.org/why_choose_gbaps/district_achievements)

- **Faces of GBAPS**
  [https://www.gbaps.org/why_choose_gbaps/faces_of_g_b_a_p_s](https://www.gbaps.org/why_choose_gbaps/faces_of_g_b_a_p_s)

- **Education Connection**
  [https://www.gbaps.org/our_district/education_connection](https://www.gbaps.org/our_district/education_connection)

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

Vicki Bayer
Interim Superintendent of Schools & Learning

Judy Weigand
Interim Deputy Superintendent
District Demographics

GBAPS student demographics for 2021-22 school year.

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

Mission Statement and Strategic Priorities

Mission Statement

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

Strategic Priorities

Academic Excellence

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

Personalized Pathways

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

Engagement

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

Thriving Workforce

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

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

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

## Early Learning
- **Head Start**
- **OAK Learning Center**

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

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

## Alternative School
- **Dr. Rosa Minoka-Hill School**

## Online Schools
- **Katherine Johnson Academy of Enriched Virtual Learning 4K-6**
- **JDAL Online** (Note: JDAL Online is part of the John Dewey Academy of Learning)

## Elementary Schools
- **Baird Elementary School**
- **King Elementary Children's Center for Engineering**
- **Beaumont Elementary School**
- **Langlade Elementary School**
- **Chappell Elementary School**
- **Lincoln Elementary School**
- **Danz Elementary School**
- **MacArthur Elementary School**
- **Doty Elementary School**
- **Martin Elementary School**
- **Eisenhower Elementary School**
- **McAuliffe Elementary School**
- **Elmore Elementary School**
- **Nicolet Elementary School**
- **Fort Howard Elementary School**
- **Sullivan Elementary School**
- **Howe Elementary School**
- **Tank Elementary School**
- **Jackson Elementary School**
- **Webster Elementary Children's Center for Integrated Arts**
- **Keller Elementary School**
- **Wequiock Elementary Children's Center for Environmental Science**
- **Kennedy Elementary School**
- **Wilder 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 Green Bay Area Public School District uses an internal assessment system and the Wisconsin State Assessment System to monitor student academic achievement and measure college and career readiness. The data sets provided by the Green Bay Area Public School District and the Wisconsin State Assessment System are represented by assessment results reported in the District 2021-2022 end of year results as compared to previous years, as well as, the four identified priority areas; Achievement, Growth, Target Growth, and On-track to Graduation found in the State District Report Card.

A Task Force was assembled in the spring of 2022, to review the district required assessments and make recommendations to administer and retain only the assessment data needed to meet the State Assessment System requirements and the internal needs for progress monitoring student achievement and grant writing purposes. The State District/School Report Card provides the public with vital information about their local school, and to give districts and schools constructive information to use in data-informed continuous improvement processes.

2021-2022 District Report Card

Beginning with the 2022-2023 school year, the Annual Progress Report will include a District High School Redefine Ready ScoreCard. The Redefine Ready Scorecard will complement the Wisconsin State District Report Card by providing a comprehensive representation of the national measures of college and career readiness. During the 2021-2022 school year a multi-stakeholder committee developed a Green Bay Area Public School District Redefining Ready High School Scorecard. This aligns with the Wisconsin Redefining Ready High School Scorecard for the purpose of expanding the measures used to determine college and career readiness. Students learn in multiple ways, and the Scorecard indicator measures allow for students to demonstrate their readiness in a variety of ways. The Redefine Ready Scorecard will be released publicly in November along with the District Annual Report Card.

The college and career indicators represented on the scorecard are vetted in research. The College Readiness Indicators for high school students are grade point average, attendance, taking Advanced Placement (AP) and dual credit classes, grade point average, completion of Algebra II, and ACT results. The Career Readiness Indicators for high school students are attendance, co-curricular involvement, community service, workplace learning, earning industry recognized credentials, and taking dual credit courses.
## 2021-2022 Redefine Ready Scorecard

### College Ready Indicators

<table>
<thead>
<tr>
<th>ACT Benchmark Scores</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (18)</td>
<td>18.1%</td>
</tr>
<tr>
<td>Math (22)</td>
<td>13.1%</td>
</tr>
<tr>
<td>Reading (22)</td>
<td>16.5%</td>
</tr>
<tr>
<td>Science (23)</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

### Academic Indicators (GPA of 2.8+ and 1 more of the following)

| GPA 2.8 or higher          | 34.2% |
| AP exam with 3 or higher   | 11.9% |
| AP course with C or higher | 23.3% |
| IB exam with 4 or higher   | 0.9%  |
| IB course with C or higher | 4.0%  |
| Dual credit English or Math| 33.6% |
| Algebra II or equivalent with C or higher | 40.8% |

### Career Ready Indicators

<table>
<thead>
<tr>
<th>Identified Career Interest</th>
<th>2022</th>
<th>50.1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Ready Indicators (2 or more of the following)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90% attendance freshman year</td>
<td>69.7%</td>
<td></td>
</tr>
<tr>
<td>Community service</td>
<td>10.7%</td>
<td></td>
</tr>
<tr>
<td>Workplace learning</td>
<td>0.7%</td>
<td></td>
</tr>
<tr>
<td>Earned industry credential</td>
<td>17.5%</td>
<td></td>
</tr>
<tr>
<td>Co-curricular participation</td>
<td>53.0%</td>
<td></td>
</tr>
<tr>
<td>Dual credit course</td>
<td>39.0%</td>
<td></td>
</tr>
<tr>
<td>ASVAB</td>
<td>***</td>
<td></td>
</tr>
</tbody>
</table>

The Green Bay Area Public School District encourages all students to strive to graduate with more than a high school diploma. It could be college credit, an industry certification, workplace experience, or any combination, to truly be college, career and community ready!

*College Ready is defined as a student who meets all subject matter benchmarks and/or meets the GPA of 2.8 or above criteria and one of the other identified indicators

**Career Ready is defined as a student who has identified a career interest and meets two of the Career Ready Indicators

*** Data currently unavailable
**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.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Bay</td>
<td>18.7</td>
<td>18.4</td>
<td>18.5</td>
<td>18.0</td>
<td>17.9</td>
<td>16.9</td>
<td>17.2</td>
</tr>
<tr>
<td>Statewide</td>
<td>20.5</td>
<td>20.3</td>
<td>20.4</td>
<td>20.1</td>
<td>19.9</td>
<td>19.1</td>
<td>19.3</td>
</tr>
<tr>
<td>National</td>
<td>21.0</td>
<td>21.0</td>
<td>20.8</td>
<td>20.7</td>
<td>20.6</td>
<td>20.3</td>
<td>20.8</td>
</tr>
</tbody>
</table>

*Source: WISEDash*
Wisconsin Student Assessment System (WSAS)

The WSAS consists of the Forward Exam (3-8), the ACT Aspire Exam (9-10), the ACT Exam (11), and the Dynamic Learning Maps (DLM) Assessment. The ACT Aspire Exam (9-10) will be replaced this year with the Pre ACT Secure (9-10) assessment. The Wisconsin Department of Public Instruction (DPI) uses proficiency levels to differentiate performance between students. The percent of proficient and advanced students are reported by district and school. Advanced & Proficient levels for Grades 9 and 10 in science do not currently exist.

For our reporting we have chosen to use the categories of Ready and Exceeding to allow for comparison at all levels. By reporting the percent of students that met benchmarks in each year, we are able to see whether or not a higher percentage of students are meeting the Wisconsin standards. Data from the 2020-21 school year was not available at the time of publication. Therefore, the data included in this section is the most recent available (2018-19 school year). Coloring used in some of the tables is meant to allow the reader to track cohorts of students. No specific significance should be attached to any specific color; and it is important to note that due to student cohort changes, not all students remain in a specific cohort on an annual basis.

<table>
<thead>
<tr>
<th>2021-2022 Wisconsin Student Assessment System</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Proficient &amp; Advanced</td>
</tr>
<tr>
<td>GB English</td>
</tr>
<tr>
<td>3rd Grade</td>
</tr>
<tr>
<td>4th Grade</td>
</tr>
<tr>
<td>5th Grade</td>
</tr>
<tr>
<td>6th Grade</td>
</tr>
<tr>
<td>7th Grade</td>
</tr>
<tr>
<td>8th Grade</td>
</tr>
<tr>
<td>9th Grade</td>
</tr>
<tr>
<td>10th Grade</td>
</tr>
<tr>
<td>11th Grade</td>
</tr>
</tbody>
</table>

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

The table below represents student cohort data over multiple years including the most recent (2021-2022 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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>35.2%</td>
<td>31.0%</td>
<td>29.4%</td>
<td>27.0%</td>
<td>13.6%</td>
<td>21.7%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>31.9%</td>
<td>34.5%</td>
<td>32.4%</td>
<td>33.1%</td>
<td>16.3%</td>
<td>29.6%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>31.8%</td>
<td>34.0%</td>
<td>33.9%</td>
<td>29.1%</td>
<td>15.6%</td>
<td>26.8%</td>
</tr>
<tr>
<td>6th Grade</td>
<td>31.5%</td>
<td>33.5%</td>
<td>31.1%</td>
<td>28.7%</td>
<td>15.6%</td>
<td>21.7%</td>
</tr>
<tr>
<td>7th Grade</td>
<td>32.3%</td>
<td>30.0%</td>
<td>31.6%</td>
<td>30.3%</td>
<td>18.0%</td>
<td>19.9%</td>
</tr>
<tr>
<td>8th Grade</td>
<td>30.0%</td>
<td>25.1%</td>
<td>23.4%</td>
<td>24.9%</td>
<td>12.8%</td>
<td>17.8%</td>
</tr>
<tr>
<td>9th Grade</td>
<td>24.9%</td>
<td>28.4%</td>
<td>28.0%</td>
<td>22.5%</td>
<td>14.1%</td>
<td>22.0%</td>
</tr>
<tr>
<td>10th Grade</td>
<td>27.5%</td>
<td>23.4%</td>
<td>24.3%</td>
<td>23.4%</td>
<td>13.2%</td>
<td>17.5%</td>
</tr>
<tr>
<td>11th Grade</td>
<td>25.2%</td>
<td>26.6%</td>
<td>21.1%</td>
<td>22.9%</td>
<td>16.3%</td>
<td>20.5%</td>
</tr>
</tbody>
</table>

Source: WISEDash

State Assessment Proficient & Advanced - ELA

Source: WISEDash
Reading Readiness - Grades PK-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 development of oral language, playing with language by making rhymes, learning how to handle a book, understanding text has meaning, ability to identify and name letters of the alphabet and their corresponding sounds, ability to isolate individual sounds in words, ability to blend individual sounds together to make a word.

The table below represents the percent of students in Kindergarten through Grade 2 who 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 |
|-------------------|----------------|----------------|----------------|
|                   | 2018-2019      | 2019-20        | 2020-2021      |
| Kindergarten      | 39%            | *              | 31%            |
|                   |                |                | 60%            |
| Grade 1           | 40%            | *              | 30%            |
|                   |                |                | 39%            |
| Grade 2           | 44%            | *              | 43%            |
|                   |                |                | 53%            |

Source: Infinite Campus

Mathematics (Forward/ACT Aspire/ACT Statewide)

The table below represents student cohort data over multiple years including the most recent 2021-2022 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.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>36.3%</td>
<td>33.1%</td>
<td>33.9%</td>
<td>42.8%</td>
<td>20.0%</td>
<td>37.5%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>28.2%</td>
<td>26.5%</td>
<td>27.1%</td>
<td>38.8%</td>
<td>18.8%</td>
<td>35.8%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>33.8%</td>
<td>32.4%</td>
<td>31.3%</td>
<td>37.0%</td>
<td>16.8%</td>
<td>36.6%</td>
</tr>
<tr>
<td>6th Grade</td>
<td>26.9%</td>
<td>28.6%</td>
<td>27.4%</td>
<td>27.1%</td>
<td>9.4%</td>
<td>19.6%</td>
</tr>
<tr>
<td>7th Grade</td>
<td>27.3%</td>
<td>28.1%</td>
<td>29.3%</td>
<td>25.8%</td>
<td>11.0%</td>
<td>16.5%</td>
</tr>
<tr>
<td>8th Grade</td>
<td>24.0%</td>
<td>23.5%</td>
<td>23.8%</td>
<td>25.1%</td>
<td>7.0%</td>
<td>15.4%</td>
</tr>
<tr>
<td>9th Grade</td>
<td>30.5%</td>
<td>26.4%</td>
<td>27.8%</td>
<td>26.4%</td>
<td>12.4%</td>
<td>18.2%</td>
</tr>
<tr>
<td>10th Grade</td>
<td>26.8%</td>
<td>21.8%</td>
<td>25.3%</td>
<td>21.3%</td>
<td>12.9%</td>
<td>16.9%</td>
</tr>
<tr>
<td>11th Grade</td>
<td>26.1%</td>
<td>28.8%</td>
<td>24.1%</td>
<td>21.8%</td>
<td>14.6%</td>
<td>17.4%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2020-2021</th>
<th>2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>50.1%</td>
<td>70.2%</td>
</tr>
<tr>
<td>1</td>
<td>45.2%</td>
<td>58.2%</td>
</tr>
<tr>
<td>2</td>
<td>30.7%</td>
<td>50.3%</td>
</tr>
<tr>
<td>3</td>
<td>NA</td>
<td>35.2%</td>
</tr>
<tr>
<td>4</td>
<td>NA</td>
<td>30.8%</td>
</tr>
<tr>
<td>5</td>
<td>NA</td>
<td>28.8%</td>
</tr>
</tbody>
</table>

Source: Infinite Campus
Science (Forward/ACT Aspire/ACT Statewide)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td>40.8%</td>
<td>39.2%</td>
<td>37.7%</td>
<td>41.3%</td>
<td>23.3%</td>
<td>37.4%</td>
</tr>
<tr>
<td>8th Grade</td>
<td>37.6%</td>
<td>37.7%</td>
<td>35.7%</td>
<td>44.5%</td>
<td>20.6%</td>
<td>30.6%</td>
</tr>
<tr>
<td>9th Grade</td>
<td>20.8%</td>
<td>23.1%</td>
<td>20.4%</td>
<td>19.1%</td>
<td>11.7%</td>
<td>15.0%</td>
</tr>
<tr>
<td>10th Grade</td>
<td>28.5%</td>
<td>21.3%</td>
<td>22.1%</td>
<td>19.3%</td>
<td>11.0%</td>
<td>14.8%</td>
</tr>
<tr>
<td>11th Grade</td>
<td>22.2%</td>
<td>21.9%</td>
<td>21.1%</td>
<td>22.1%</td>
<td>14.4%</td>
<td>17.3%</td>
</tr>
</tbody>
</table>

Source: WISEDash
Social Studies (Forward)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td>41.6%</td>
<td>39.7%</td>
<td>41.3%</td>
<td>43.6%</td>
<td>23.6%</td>
<td>44.7%</td>
</tr>
<tr>
<td>8th Grade</td>
<td>32.1%</td>
<td>36.8%</td>
<td>40.2%</td>
<td>40.8%</td>
<td>19.5%</td>
<td>35.2%</td>
</tr>
<tr>
<td>10th Grade</td>
<td>38.9%</td>
<td>35.3%</td>
<td>35.4%</td>
<td>32.0%</td>
<td>20.2%</td>
<td>28.1%</td>
</tr>
</tbody>
</table>

*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.

State Assessment Proficient & Advanced - Social Studies

Graduation Rates

<table>
<thead>
<tr>
<th>Group</th>
<th>Class of 2016</th>
<th>Class of 2017</th>
<th>Class of 2018</th>
<th>Class of 2019</th>
<th>Class of 2020</th>
<th>Class of 2021</th>
<th>Class of 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>83.8%</td>
<td>84.0%</td>
<td>85.8%</td>
<td>85.9%</td>
<td>89.0%</td>
<td>87.1%</td>
<td>87.5%</td>
</tr>
<tr>
<td>Statewide</td>
<td>88.7%</td>
<td>88.9%</td>
<td>89.8%</td>
<td>90.0%</td>
<td>90.4%</td>
<td>89.5%</td>
<td>91.2%</td>
</tr>
</tbody>
</table>

Source: WISEDash
The National Merit® Scholarship Program is an academic competition for recognition and scholarships. High School students who meet published program entry and participation requirements enter the National Merit® Scholarship Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) at the specified time in the high school program, usually as juniors.
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 92 courses with potential college credit. The percentage of students completing a college credit course during their high school years continues to increase each year.

Percent of Students with College Credit Upon High School Completion

Source: Infinite Campus

73% of the Class of 2022 graduated with at least one college credit
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.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>First Fall</th>
<th>Second Fall</th>
<th>Later Enrollment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2011</td>
<td>51.5%</td>
<td>8.1%</td>
<td>13.2%</td>
<td>72.8%</td>
</tr>
<tr>
<td>Class of 2012</td>
<td>52.6%</td>
<td>8.4%</td>
<td>8.7%</td>
<td>69.7%</td>
</tr>
<tr>
<td>Class of 2013</td>
<td>53.6%</td>
<td>8.6%</td>
<td>10.0%</td>
<td>72.2%</td>
</tr>
<tr>
<td>Class of 2014</td>
<td>58.1%</td>
<td>8.8%</td>
<td>6.9%</td>
<td>73.8%</td>
</tr>
<tr>
<td>Class of 2015</td>
<td>58.0%</td>
<td>6.3%</td>
<td>9.1%</td>
<td>73.4%</td>
</tr>
<tr>
<td>Class of 2016</td>
<td>53.5%</td>
<td>7.3%</td>
<td>8.2%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Class of 2017</td>
<td>52.4%</td>
<td>6.2%</td>
<td>5.0%</td>
<td>63.6%</td>
</tr>
<tr>
<td>Class of 2018</td>
<td>52.4%</td>
<td>7.2%</td>
<td>3.7%</td>
<td>63.3%</td>
</tr>
<tr>
<td>Class of 2019</td>
<td>50.8%</td>
<td>6.1%</td>
<td>0.8%</td>
<td>57.7%</td>
</tr>
<tr>
<td>Class of 2020</td>
<td>43.5%</td>
<td>7.6%</td>
<td>0.1%</td>
<td>51.2%</td>
</tr>
<tr>
<td>Class of 2021</td>
<td>41.4%</td>
<td>0.2%</td>
<td></td>
<td>41.6%</td>
</tr>
</tbody>
</table>

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.

![Bar chart showing the number of students with a certification upon graduation from 2016 to 2022.]

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 2022 will be submitted to the DWD in September 2022 and be publicly released in June 2023.

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.

In addition to those listed below, our schools identified mentoring as a need. As a response, we added three new formal partnerships to provide social/emotional and mentoring support. This year, we also added a new cohort to join the Rising Phoenix program offered in partnership with GEAR UP and UW-Green Bay. Through this partnership, students have the opportunity to earn a full Associate’s Degree while in high school, completely free of charge.

- **Oral Health Partnership (OHP) School-Based Dental Clinic** - 1,917 students across 26 schools were seen at least once during the school in the school-based clinics.
- **School-Based Be Great Graduate** - 138 enrolled students
- **Community Schools School-Based Vision Program with UnitedHealthCare** - 79 students received on-site comprehensive eye exams. 62 of these students received a prescription and 2 new pairs of glasses, one for home and one to remain at school. This program serves one school and will expand to serve an additional school for the 2022-2023 school year.
- **Youth Enrichment Services (YES)** - 231 enrolled students
- **GEAR UP** - 95 enrolled students
- **Rising Phoenix** - 29 enrolled students
- **NEW Scholars** - 195 enrolled students
- **Upward Bound** - 61 enrolled students
- **Big Brothers Big Sisters School-Based Model** - 39 middle/high school matches, 14 elementary school matches
- **Y Achievers** - 13 enrolled students

Volunteers

- Volunteers were welcomed back into the schools at the start of the school year, providing support to staff and students. Volunteers have supported our schools on a variety of levels throughout the 2021-2022 school year. Logging just over 27,500 hours from 867 volunteers, our schools have collaborated through reading buddies, mentors, special events, classroom support and many others.

Grants

- In addition to the many generous donations, the District received 30 grants totaling $55,583. *These totals do not include federal or state funded grants.
- The [GBAPS Education Foundation](#) held its first grant cycle, awarding 4 grants totaling $13,195.
 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 15%.
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) and significant developmental delays (SDD). Both of those increases have resulted in additional 1:1 paraprofessional staffing needs. Our evaluation teams will be reviewing SDD criteria this upcoming year and will be calibrating to look for consistency across all evaluation teams. Our evaluation teams worked directly with Dr. Hollie this past year to ensure we are producing evaluations that are culturally and linguistically responsive.

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism (A)</td>
<td>14.36%</td>
<td>15.83%</td>
<td>12.06%</td>
<td>16.27%</td>
<td>16.50%</td>
</tr>
<tr>
<td>Emotional Behavioral Disability (EBD)</td>
<td>10.97%</td>
<td>8.92%</td>
<td>2.56%</td>
<td>2.39%</td>
<td>7.82%</td>
</tr>
<tr>
<td>Hearing Impairment (HI)</td>
<td>7.00%</td>
<td>9.25%</td>
<td>7.59%</td>
<td>7.55%</td>
<td>7.00%</td>
</tr>
<tr>
<td>Intellectual Disability (ID)</td>
<td>25.95%</td>
<td>22.22%</td>
<td>24.14%</td>
<td>31.00%</td>
<td>22.09%</td>
</tr>
<tr>
<td>Specific Learning Disability (SLD)</td>
<td>9.48%</td>
<td>2.65%</td>
<td>7.13%</td>
<td>5.75%</td>
<td>5.70%</td>
</tr>
<tr>
<td>Other Health Impairment (OHI)</td>
<td>22.81%</td>
<td>11.50%</td>
<td>10.35%</td>
<td>13.00%</td>
<td>11.03%</td>
</tr>
<tr>
<td>Orthopedic Impairment (OI)</td>
<td>0.19%</td>
<td>0.57%</td>
<td>0.57%</td>
<td>0.71%</td>
<td>0.69%</td>
</tr>
<tr>
<td>Significant Developmental Delay (SDD)</td>
<td>7.18%</td>
<td>9.49%</td>
<td>9.49%</td>
<td>11.03%</td>
<td>11.36%</td>
</tr>
<tr>
<td>Speech and Language (SL)</td>
<td>23.93%</td>
<td>22.57%</td>
<td>11.02%</td>
<td>11.02%</td>
<td>11.80%</td>
</tr>
<tr>
<td>Traumatic Brain Injury (TBI)</td>
<td>0.32%</td>
<td>0.43%</td>
<td>0.43%</td>
<td>0.30%</td>
<td>0.28%</td>
</tr>
<tr>
<td>Visual Impairment (VI)</td>
<td>0.59%</td>
<td>0.57%</td>
<td>0.57%</td>
<td>0.40%</td>
<td>0.36%</td>
</tr>
</tbody>
</table>
Students by Race and Disability Area

The Department of Public Instruction (DPI) monitors school districts for disproportionately identifying students of specific races as having a disability. This past year our district has been identified for disproportionately identifying Native American students in the area of Emotional Disabilities. We had previously been identified as over-identifying African American students in the area of EBD, but we were not identified in that area last year. This past year, our evaluation team members worked through Dr. Hollie’s Foundation Modules together and engaged in conversation. They then met with Dr. Hollie and looked at our evaluation processes (assessments, observations, evaluation reports, etc.) to try to make our practices more culturally responsive. We hope to continue our learning this year with Dr. Hollie’s team by reviewing and evaluating the reports that we produced last year.
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.

<table>
<thead>
<tr>
<th>School Year and Program</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-22 Learning for Independence</td>
<td>25</td>
</tr>
<tr>
<td>2021-22 Project Search</td>
<td>2</td>
</tr>
<tr>
<td>2020-21 Learning for Independence</td>
<td>22</td>
</tr>
<tr>
<td>2020-21 Project Search</td>
<td>1</td>
</tr>
<tr>
<td>2019-20 Learning for Independence</td>
<td>24</td>
</tr>
<tr>
<td>2019-20 Project Search</td>
<td>3</td>
</tr>
<tr>
<td>2018-19 Learning for Independence</td>
<td>32</td>
</tr>
<tr>
<td>2018-19 Project Search</td>
<td>2</td>
</tr>
</tbody>
</table>
Post High School Outcomes Data for Students with Disabilities

A year after students with disabilities have graduated or aged out, GBAPS surveys students to determine engagement in postsecondary education, training or gainful employment. Students who graduated or aged out in June 2021 were or will be surveyed between the end of the school year and September 30th. As of August 17th, a total of 216 students were eligible to be surveyed, of which 138 were able to be successfully completed. Of the current total respondents, 78.3% of the students were engaged in higher education, competitive employment or a type of postsecondary training. This number may change as the remaining surveys are completed.
In School Suspension (ISS) and Out of School Suspension (OSS)

Per our 2021 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. Our disproportionality data is always based upon data from one year behind the current school year so this data is skewed by students not being in person for much of the 2020-21 school year. We will receive more accurate information this upcoming school year. The data from Infinite Campus for the 2021-22 school year shows a disproportionate number of students with disabilities who are Black or Native American being suspended. Suspension levels returned to where they were in 2018-19, or similar to where they were before the pandemic.

All schools and district staff have or are now participating in Dr. Hollie’s Foundation Modules and Responsive Classroom Management. This plan continues to rollout for future years. Universally, all staff are participating in the learning and implementation of Culturally Responsive Minds to be able to provide Social and Emotional Learning (SEL). Our special education Exploring Choices and Challenges and Investigating Behaviors and Thinking courses have been revised to address current social and emotional topics.
Multilingual Learners (MLs)

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

The primary languages in the ML program are Spanish, Hmong, Somali, Karen, and Pashto/Dari. ML students and their families speak 33 different languages. During the 2021-2022 school year, the ML department partnered with local resettlement agencies to enroll 47 new-to-the-country Afghan students. The majority of these students came after the September 3rd Friday count. We continue to enroll new-to-the-country Afghan students and have just enrolled our first Ukrainian refugee family.

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

<table>
<thead>
<tr>
<th></th>
<th>SPANISH</th>
<th>HMONG</th>
<th>SOMALI</th>
<th>KAREN</th>
<th>DARI/PASHTO</th>
<th>27 OTHER LANGUAGES</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-22</td>
<td>3495</td>
<td>646</td>
<td>274</td>
<td>41</td>
<td>6</td>
<td>97</td>
<td>4559</td>
</tr>
<tr>
<td>2020-21</td>
<td>3298</td>
<td>659</td>
<td>328</td>
<td>25</td>
<td>3</td>
<td>93</td>
<td>4406</td>
</tr>
<tr>
<td>2019-20</td>
<td>3452</td>
<td>674</td>
<td>372</td>
<td>23</td>
<td>1</td>
<td>92</td>
<td>4614</td>
</tr>
<tr>
<td>2018-19</td>
<td>3494</td>
<td>695</td>
<td>451</td>
<td>19</td>
<td>2</td>
<td>92</td>
<td>4753</td>
</tr>
<tr>
<td>2017-18</td>
<td>3338</td>
<td>646</td>
<td>545</td>
<td>7</td>
<td>2</td>
<td>85</td>
<td>4623</td>
</tr>
<tr>
<td>2016-17</td>
<td>3186</td>
<td>625</td>
<td>530</td>
<td>19</td>
<td>2</td>
<td>89</td>
<td>4451</td>
</tr>
</tbody>
</table>

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.

The ML department will continue the implementation of Individualized Learning Plans (ILPs) for MLs receiving English as a Second Language (ESL) services that was started during the 2021-2022 school year. Additionally, ML teachers will receive ongoing professional development this year on WIDA’s English Language Development (ELD) Standards. The Wisconsin Department of Public Instruction (DPI) adopted these standards in May of 2021. The standards support students’ academic language proficiency and are aligned with Wisconsin’s Academic and College and Career Readiness Standards.
Bilingual Education

GBAPS is fortunate to have a diverse student body, which has provided the opportunity for the District to offer a bilingual program. The program services 1,785 K-8 Spanish speaking students who are considered English Learners. The primary focus of the bilingual program is to ensure all students leave elementary school proficient in speaking and writing English, while also learning those same skills in Spanish. Currently we offer programming PK-8 grade. Once students attend one of our four high schools, they can continue to study Spanish in the World Language Program and have the option to apply for the Seal of Biliteracy upon graduation.

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

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

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

Elementary

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

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

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

Secondary

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

In 2021-22 school year the District:
- Expanded the bilingual program to 7th grade at Washington Middle School
- Implemented Palabras a su Paso (Words Their Way in Spanish) Resource in the K-8 bilingual classrooms to support word study in Spanish in all bilingual classrooms
- Partnered with Hanover Research to look at program improvement. Hanover presented its findings to the Board of Education
- Established a Bilingual Task Force composed of parents, staff, community organizations and administrators to provide recommendations to improve the Pk-12 Bilingual Program. The task force met from November of 2021 through the end of February of 2022. Their recommendations will be guiding the work for the bilingual program over the next few years. The recommendations of the bilingual task force are:
- Establish the vision and mission for the bilingual program
  - Provide a responsive and research-informed language allocation/balance that supports the vision and mission
  - For the Seal of Biliteracy, use guiding parameters for backwards design and understanding of developmental benchmarks

- Parent/Community
  - Create a parent representative group that is educated in best practices in bilingual education
    - Provide education as needed
    - Seek to understand the parent's expectations of the program.
  - Increase and clarify communication with parents and stakeholders
  - Develop/Create a site where parents and teachers can go to, in order to tap into resources to support student learning. It could be a physical and/or a virtual location that parents can go to and check out or use resources that will supplement unit lessons.

- Assessment
  - Create a comprehensive and responsive assessment battery that holistically assesses our students without doubling the amount of testing.
    - English / Spanish
    - Literacy / Math
    - Oral Language
  - Develop a progress report accessible to parents that reflects expectations and progress in both languages.
    - Connect the expectations of the program for parents of students L1-Spanish and L1-English.
    - Clarify learning progressions/trajectory for language proficiency in both languages

- Professional Development
  - Provide professional development that aligns to the program mission/vision
  - Seek input from staff members who work with bilingual students regarding professional learning needs as they align to the program mission/vision, ie:
    - Translanguaging
    - Supporting English Learners
    - Oracy
    - Paired literacy
    - Spanish Language Acquisition
  - Ensure teachers have the appropriate resources to support work toward the vision/mission
  - Provide opportunities for intradistrict collaboration around bilingual learners

Projected 2022-23 Initiatives:
- Establish a mission and vision statement for the bilingual program
- Create a year long Professional Development plan that supports the implementation of the recommendations of the bilingual task force
- First year of implementation of the Seal of Biliteracy
- Implement recommendations from the bilingual task force related to parent/community, assessment and professional development.
- Establish a bilingual program advisory council to ensure the recommendations from the task force are prioritized and implemented.
Innovative and Educational Programming

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

Innovative schools and programs in the GBAPS include:

- Northeast Wisconsin School of Innovation (N.E.W.) - Charter School
- John Dewey Academy of Learning (JDAL) - Charter School
- Leonardo da Vinci School for Gifted Learners
- Elementary, Middle School and High School Self-Contained Programs at Dr. Rosa Minoka-Hill School
- Middle and High School Programs for Abeyance at Dr. Rosa Minoka-Hill School
- 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)
- Forward Bound at Southwest High School
- GED Option #2
- Teen-Age Parent Program (TAPP)
- WI National Guard Challenge Academy

Innovative Education Update Summer 2022

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.

Gifted and Talented Program Services

- 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.
- Revised 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.
- Update the identification process of gifted students to become more equitable and representative of our student’s diverse populations and backgrounds. Continue collaboration with Peters, et al. on a grant to improve identification of students in all areas of giftedness.

Projected 22-23 Initiatives

- Reinstate the Gifted & Talented Advisory Council (paused during Covid-19).
- Reinstate parent informational opportunities (paused during Covid-19) on a variety of topics related to advanced learners.
- Examine gifted identification in the areas of: arts, creativity, and leadership.
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 1,126 (as of May 2022).

The First Nations Program 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 seven full-time First Nations Specialist positions who directly support students at assigned schools. First Nations Specialists were assigned to elementary schools with a high number of eligible students. Additionally, most middle and high schools have a First Nations Specialist that supports students for a small percentage of time each week. During the 21-22 school year the following schools had a First Nations Specialist based in the building: Beaumont, Chappell, East, Edison, Eisenhower, Elmore, Fort Howard, Franklin, Howe, Keller, Kennedy, King, MacArthur, Preble, and Red Smith. Schools that do not have a First Nations Specialist are able to fill out a Google Form to request support.

One important component of the First Nations Program are the early literacy lessons for K-1 students that have unfinished learning. These lessons focus on letter recognition, letter/sound recognition, reading leveled texts, and writing about books. During the 2021-22 school year, 44 students participated in early literacy lessons for 20 minutes, 4 days a week. Unfortunately, data for the 2021-22 school year was incomplete. Additionally, First Nations Specialists support students by joining them in the classroom for additional support, offering cultural activities within the classroom and/or school, and supporting students during summer school at select locations.

In 2021-22, First Nations Specialists attended professional learning by The Network (WI DPI), Dan Ninham (Oneida Nation), and the Wisconsin Indian Education Association Conference. First Nations Specialists also participated in language courses to learn the Indigenous languages of Menominee and Oneida. The learning from these courses was used in the design of a summer school course that taught approximately 25 students about Indigenous Culture and Language at King Elementary.

During the 2022-23 school year the First Nations Program will continue to provide academic and cultural support through early literacy lessons and classroom support for students. The program will use district literacy data to provide evidence of student achievement including: letter recognition, letter/sound recognition and independent reading level.
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 for ensuring students’ career and college readiness. It consists of an elective class that supports targeted students (academic middle, first generation college bound, historically underserved in 4 year colleges, etc.) as well as strategies, support and professional development opportunities for staff with the goal of supporting increased achievement for ALL students.

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

Current State of AVID in the District

- The Green Bay Area Public School District currently offers AVID in East, West, Preble and Southwest High Schools, as well as Washington, Edison and Lombardi Middle Schools and Red Smith (grades 7 and 8).
- Annually, GBAPS enrolls between 500-650 students, with most schools offering multiple sections of the AVID Elective for each grade level.
- In order to support disciplinary literacy, teachers and administrators were trained on No Limits: Literacy: In 2021-22 close to 1,000 secondary teachers across the district completed 12 hours of literacy focused professional development, with all schools completing action plans to increase literacy strategies in all subject areas and all classrooms. The purpose of this training was to support teachers to improve their skills teaching literacy in the content areas.
- In 2021-22 Edison Middle School began implementing AVID Excel and a similar Excel Strategies class. AVID Excel is an elective class designed to work with our long-term English Language Learners (ELL’s) at the middle school level. Excel is similar to the AVID elective but has a greater emphasis on accelerating academic language acquisition. Excel Strategies will follow a similar curriculum minus the application process that is typically required for the AVID program.

Projected 2022-23 Initiatives

AVID will continue to support the district’s literacy goals by offering an additional fall session of the No Limits: Literacy training for new staff and by continuing to organize and provide follow up guidance for all secondary staff.
Summer School and Extended Learning Programs

Summer School 2021-2022

The district’s summer school program has continued to meet the needs of students who reside within the Green Bay Area Public School Educational Local Agency boundaries. GBAPS is committed to offer summer learning programming that fosters academic excellence, joy and engagement. The goal of the summer program is to provide an extension of the school year for all of our students, while providing engaging extensions to the learning that provide real life application and enrichment opportunities.

We strive to provide a summer learning program that removes inequities and barriers and supports the students’ social and emotional needs. At the elementary level, our students experienced academic and enrichment courses that allow them to fill academic needs in a rigorous and engaging learning environment. Our summer school programming offered full day sites at many of our At Promise/AGR schools. Additionally, we partnered with the YMCA to provide an afternoon/enrichment component at the rest of our elementary hubs. At the High School level, many of our students took advantage of summer programming to earn additional credits or catch up/recover credits. A number of middle school students participated in enrichment courses that were targeted to keep them engaged in high interest courses.

In Summer School 2022, the goals of the program included:

- Academic and social emotional focus
- Engaging and rigorous courses
- Continuous learning from the school year
- Enrichment opportunities
- Full day option for our elementary students

Student Participation Data in 2022:

- Over 800 continuous progress and credit recovery enrollments
- More than 400 credits earned through new course work
- Approximately 4265 students enrolled in summer school
- 37 students graduated during summer
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 2021-2022 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 2021-22 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
● Virtual & in person family events focused on enrichment activities that families could do together
● Partnering with different community based organizations to provide virtual enrichment opportunities for students and families.

Projected 2022-23 Initiatives

Summer School

● Provide a summer learning experience that is responsive to our students, aimed at closing academic gaps while still providing enrichment opportunities and engaging as many students as we can.
● Continue to provide full day learning opportunities for our elementary students that also include community based organizations.
● Increase participation of our middle school students in summer school

Before and After School

● Our district was awarded six 21st CCLC grants starting during the 22-23 school year at Danz, Eisenhower, Howe, Nicolet, Sullivan and Tank. These grants will fund these sites for a period of five years. As a district it will be important to create a long range plan for 21st CCLCs that is sustainable and while still providing an extension of the day for our children most in need.
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.

![Student Health Concerns and Student Emergency Trends Chart]
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 2022-23 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:

1. Staff shall encourage parents and guardians to provide a healthy snack item to be offered in conjunction with any offering of minimal nutritional value for classroom celebrations, special events, and other school-sponsored events.
2. Whenever feasible, staff will make healthier alternatives to recipes for the food that is made as part of a program’s curriculum (e.g., Culinary Arts and Family Consumer Science Programs). The food produced may only be consumed by the students who participated in the assignment as part of the class, and may not be sold or given away to any other students.
4. Provide opportunity for physical activity in a school’s daily educational program for grades pre-kindergarten through grade 12.
5. Ensure that elementary schools provide supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity through the provision of space and equipment.
6. School Meals School Food Authorities (SFAs) are required to adhere to meal regulations and include language related to this in the written policy. All meals meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010
7. Foods Sold Outside of the School Meal Programs SFAs must adhere to Smart Snacks and include language related to this in the written policy.
8. Food and Beverage Marketing SFAs may only market products that adhere to Smart Snacks guidelines during the school day and include language related to this in the written policy. SFAs may develop guidelines related to food marketing that are stricter than the Smart Snacks guidelines.
9. School Meals SFAs are required to adhere to meal regulations and include language related to this in the written policy.
Pupil Services

The Pupil Services Department is committed to building the capacity of schools to comprehensively support the social-emotional, behavioral, and mental health needs of students. A number of efforts have been initiated and will continue in 2022-23 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
  - Continuation of a Social Emotional Behavioral and Mental Health Team
  - Professional learning to support implementation of Tier II behavioral and social emotional/mental health research based practices with fidelity, including progress monitoring
  - Partner with Response to Intervention (RtI) to facilitate professional learning on development of functional behavioral assessments (FBA) and behavior intervention plans (BIPS)
  - Continuation of integration of Cultural and Linguistic Responsiveness (CLR) into literacy instructional strategies.
  - 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 Gaggle, a software-based resource, supports student's mental health and safety on district-issued devices
- Soft roll out of universal social-emotional curriculum, Culturally Responsive Minds (CRM)
- Continuation implementation of the (K-12)American School Counseling Association (ASCA) Model.
- Continuation of work around Karen Mapp’s Powerful Partnerships and Framework.

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 2021-2022.

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<tr>
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<tbody>
<tr>
<td>Incidents of seclusion</td>
<td>209</td>
<td>242</td>
<td>169</td>
<td>101</td>
<td>13</td>
<td>113</td>
</tr>
<tr>
<td>Incidents of restraint</td>
<td>437</td>
<td>366</td>
<td>316</td>
<td>229</td>
<td>48</td>
<td>245</td>
</tr>
<tr>
<td>Total students restrained</td>
<td>154</td>
<td>114</td>
<td>76</td>
<td>102</td>
<td>28</td>
<td>106</td>
</tr>
<tr>
<td>Total students with disabilities restrained</td>
<td>108</td>
<td>80</td>
<td>58</td>
<td>76</td>
<td>20</td>
<td>69</td>
</tr>
</tbody>
</table>

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.

For further information, contact Claudia Henrickson at cwhenrickson@gbaps.org.
Student Behavior

The Multi-Level Systems of Support (MLSS) Behavior Framework was developed to support schools with creating learning environments where all students can experience academic, behavior, and social emotional growth 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, systems level approach involving all stakeholders to positively impact attendance and reduce dropout rates.
Projected 2022-23 Initiatives

- Create attendance clerical guide to support consistent attendance procedures
- Review and update attendance guide to reflect current practices
- Create workflow to support communication between buildings and central registration
- Utilize existing infrastructure to promote real time data analysis
- Expand use of nudge letter
- Leverage Panorama to support individualized goal development and progress monitoring

Mental Health and Wellbeing

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

The Wisconsin Youth Risk Behavior Survey (YRBS) is conducted as part of a national effort by the U.S. Centers for Disease Control and Prevention to monitor health-risk behaviors of the nation's high school students every two years. What? The behaviors monitored by the Wisconsin YRBS include traffic safety; weapons and violence; suicide; tobacco use; alcohol and other drug use; sexual behavior; and diet, nutrition, and exercise. Who? When considering middle and high school combined, over 7,000 GBAPS students participated in the YRBS during the 2021-22 school year. The state provides a comprehensive report organized by topic area to help schools better understand and support their student population. The following is an excerpt from the report including additional available data sets to promote trend and comparative analysis.

School Climate

Despite the significant expansion of technology use both in and out of school settings, the change in electronic bullying has been relatively flat based on the state trend report while GBAPS students are reporting slightly lower levels of electronic bullying. This downward trend is also evident when reviewing both state and GBAPS data regarding being bullied on school property from 2017-2021. There is a strong correlation between a sense of school belonging, safety, and positive student outcomes. The majority of students feel safe at school.
**Projected Initiatives for 2022-23:**
- Support implementation of universal social-emotional curriculum
- Update processes/procedures incorporating best practices to respond and support students involved in bullying
Mental Health and Wellbeing

The pandemic brought to the forefront the importance of student mental and emotional well-being. Rates of depression and self-harm are showing long-term increases, but were statistically unchanged from 2017. Question pertaining to anxiety was added to the 2017 YRBS. State trend report shows an increase of 10% from 2017-2019 and no statistical change from 2019-2021, consistent with GBAPS trend data. However, this trend is concerning with nearly half of students experiencing problems with anxiety in the past 12 months and demonstrates the need for universal social-emotional learning.

<table>
<thead>
<tr>
<th>Middle School</th>
<th>High School</th>
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<tbody>
<tr>
<td><strong>Problems with anxiety (past 12 months)</strong></td>
<td><strong>Problems with anxiety (past 12 months)</strong></td>
</tr>
<tr>
<td>2018-19</td>
<td>2018-19</td>
</tr>
<tr>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>2019-20</td>
<td>2019-20</td>
</tr>
<tr>
<td>50%</td>
<td>49%</td>
</tr>
<tr>
<td>County Wide</td>
<td>County Wide</td>
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<tr>
<td>48%</td>
<td>47%</td>
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<table>
<thead>
<tr>
<th>So sad or hopeless that stopped usual activities (past 12 months)</th>
<th>So sad or hopeless that stopped usual activities (past 12 months)</th>
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<tbody>
<tr>
<td>2018-19</td>
<td>2018-19</td>
</tr>
<tr>
<td>32%</td>
<td>31%</td>
</tr>
<tr>
<td>2019-20</td>
<td>2019-20</td>
</tr>
<tr>
<td>31%</td>
<td>33%</td>
</tr>
<tr>
<td>County Wide</td>
<td>County Wide</td>
</tr>
<tr>
<td>27%</td>
<td>29%</td>
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<table>
<thead>
<tr>
<th>Seriously considered suicide (past 12 months)</th>
<th>Seriously considered suicide (past 12 months)</th>
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<tbody>
<tr>
<td>2018-19</td>
<td>2018-19</td>
</tr>
<tr>
<td>21%</td>
<td>16%</td>
</tr>
<tr>
<td>2019-20</td>
<td>2019-20</td>
</tr>
<tr>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>County Wide</td>
<td>County Wide</td>
</tr>
<tr>
<td>16%</td>
<td>14%</td>
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</table>

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 2021-22 school year follows:
- 210 students trained to serve as peer leaders
- 2,200 students received suicide prevention gatekeeper training

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 2021-22 school year, students were served at seven (7) locations:
- Minoka
- Danz
- East
- Franklin
- Sullivan
- Aldo
- Edison
Projected Initiatives for 2022-23:
- Explore and expand implementation of universal screening to promote early identification and intervention
- Conduct professional development on usage of Cognitive Behavior Therapy Toolbox both through individual counseling and small group facilitation model
- Enhance access to mental health services via teletherapy counseling in school settings
- Expand school based mental health

Substance Use

The CDC reports e-cigarettes have been the most used tobacco product among U.S. youth since 2014. Implementation of proactive tobacco control strategies at the national and state level are undoubtedly a contributing factor to the downward trend of e-cigarette usage including a reduction by ½ for GBAPS middle school students. The downward trend is also evident for marijuana and alcohol usage with the latter continuing to be the most commonly used substance.

<table>
<thead>
<tr>
<th></th>
<th>Middle School</th>
<th>High School</th>
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<tbody>
<tr>
<td>Vaping / juul / e-cigarettes (past 30 days)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>2021-22</td>
<td>6%</td>
<td>13%</td>
</tr>
<tr>
<td>County Wide</td>
<td>4%</td>
<td>11%</td>
</tr>
</tbody>
</table>

| Drank alcohol (past 30 days) |          |          |
| 2018-19              | 14%        | 29%        |
| 2021-22              | 7%         | 20%        |
| County Wide          | 7%         | 21%        |

| Use marijuana (past 30 days) |          |          |
| 2018-19              | 8%         | 17%        |
| 2021-22              | 3%          | 12%        |
| County Wide          | 2%          | 9%         |

Projected Initiatives for 2023-24:
- Build capacity of all secondary health teachers to deliver evidenced based, Catch My Breath Youth E-cigarette prevention program
Lack of stable housing can result in students being in unsafe environments/situations increasing the likelihood of exposure to traumatic events such as forced sexual contact. Although educational settings do not have a direct impact on the creation of affordable housing; a safe, welcoming school culture and caring adults can be a safe haven for students and families.

<table>
<thead>
<tr>
<th></th>
<th>Middle School</th>
<th>High School</th>
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<tbody>
<tr>
<td></td>
<td>Ever been forced to do anything sexual</td>
<td>Ever been forced to do anything sexual</td>
</tr>
<tr>
<td></td>
<td>2018-19</td>
<td>2021-22</td>
</tr>
<tr>
<td>8%</td>
<td>7%</td>
<td>6%</td>
</tr>
</tbody>
</table>

|                  | Lived in 4 or more residences | Lived in 4 or more residences |
|                  | 2018-19  | 2021-22 | County Wide | 2018-19 | 2021-22 | County Wide |
| 34%              | 31%      | 29%     |             | 36%     | 36%      | 32%          |

|                  | Have at least one teacher or other adult at school to talk to | Have at least one teacher or other adult at school to talk to |
|                  | 2018-19  | 2021-22 | County Wide | 2018-19 | 2021-22 | County Wide |
| 61%              | 61%      | 65%     |             | 65%     | 57%      | 64%          |
McKinney Vento Program for Students Experiencing Homelessness

The McKinney Vento Homeless Program is a school based program to support the needs of students experiencing homelessness, including educational stability. This means ensuring academic continuity, supporting meaningful relationships developed at school, and fostering a sense of belonging for students who often experience disruption both at school and at home that can impact their academic experiences and outcomes. The McKinney Vento Act requires that students experiencing homelessness have the option to continue attending the school they attended prior to displacement. During the 2021-22 school year 994 students were identified as experiencing homelessness and received individualized support in areas such as transportation, supplies, basic needs, and academics. Additionally, 177 students were identified as students in out-of-home placements also known as Foster Care, who receive any of the same supports aforementioned.

The McKinney Vento team has cultivated strong partnerships with community providers to maximize outreach and the supports provided to students/families. In addition, the team capitalizes on opportunities to educate the community about the issue of homelessness which further enhances partnerships and can result in monetary donations. The team has also 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 2022-2023:

● Collaborate with Brown County Department of Human Services (BCDHS) and school based point of contacts in surrounding school districts to refine seamless transitions

● Expand upon professional learning opportunities for school staff by providing more in-depth McKinney Vento training on a consistent basis throughout the year.

● Provide annual training to, and ongoing collaboration with, many Brown County Housing Programs and shelters to coordinate services and multifaceted supports for youth and families in transition.

● Create a quick reference for supporting unaccompanied homeless youth in school and within the community.

● Develop a mid year “Housing Check- In” which is emailed to all GBAPS families in order to identify and support housing instability mid year. The purpose is to increase MKV identification and prevention for families at risk of homelessness.

● Collaborate with the Technology Department to develop reports that monitor daily attendance, address changes and enrollment changes for MKV families in order to immediately respond to the needs of families.
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:

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.

Next steps: the EDI District Leadership team will develop measurable goals with identifiable outcomes, action steps and a system to monitor our progress.
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 Department provides and supports computing devices for staff and students, Wi-Fi hotspots for students, classroom technology, business and instructional software platforms, and network, information and telecommunication infrastructure for the entire district.

Current State of Technology for Education in the District

- In the 2021-22 school year, the Board of Education approved the purchase of modernized charging stations for student devices. This purchase provided a charging solution that allows secondary students to safely charge their device at their workspace while not being tied to an electric outlet. At the elementary level, a solution with a smaller footprint than a traditional charging cart was put in place that made charging cords available for students to take home with their devices as best determined by the buildings.
- At the start of the 2021-22 school year, the district provided 3,800 mobile hotspots to support student access to the Internet. As many deployed hotspots were not in use, to start the 2022-23 school year, the district will continue with a fleet of 2,000 hotspots. In addition, the district was awarded a $359,880 grant to assist families with reliable home internet connection.
- During the 2021-22 school year, the Board of Education passed a new policy detailing how to address student filtering within our district. The newly created Technology Committee voted on February 2nd to recommend blocking the games category with the district filter. In keeping with following the board policy, blocking of the games category of websites for students was implemented on March 1st, 2022.
- The district receives many inquiries about student data privacy agreements for online resources. Prior to any online resource being used that involves 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 has added a [Student Data Privacy](#) section on the Department of Technology's website. To this date, nearly 100 student data privacy agreements have been secured by the district. GBAPS continues to be a leader in establishing state level privacy agreements with solution providers.
- All district certified staff are provided with a Windows laptop. During the 2021-22 school year, the Board of Education approved the purchase of 2,000 laptops to refresh the certified staff laptop fleet.
- 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 and was recently expanded to include the John Dewey Academy of Learning.
- To strengthen the security of the district network enhancements to the network and systems an enhanced email filter for staff email accounts was put in place, an Incident Response Plan was written and tested during three tabletop activities, and endpoint security was increased to avoid being exploited by bad actors.

2022-23 Initiatives:

- The district will expand its VMWare Horizon implementation, enabling students to access high-powered virtual Windows desktops via their Chromebooks from anywhere via the internet. This will ultimately reduce our computer lab footprint and save the district millions in future hardware refreshes.
- The district will refresh approximately five buildings with classroom displays.
- The district will upgrade the firewall to allow for the same content filtering of student devices on and off-site.
- The district will be configuring all staff devices to receive necessary updates whether or not they are on the district's network.
- Although the district has filters and security measures in place, the district will implement regular cyber security awareness opportunities for all District employees.
- The district will implement multi-factor authentication (MFA) to increase the security of staff accounts.
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, 2021.
- Site security assessments were completed at (32) schools in 2021.
- School Security Binder was updated and approved by the Board of Education in August 2022.
- Speak Up/Speak Out anonymous tip line promotion and training was given to all staff and students in October 2021.

Grant information

- A grant application was completed with the Wisconsin Department of Justice for funding of digital maps of all schools.

Emergency Safety Training

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

School Resource Officers (SROs)

- 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.

2022-23 Initiatives:

- Conduct (9) site security assessments.
- The District Safety Committee will meet during the school year and conduct workplace safety reviews and assessments of different schools.
- The District Security Committee will meet and review District School Security Plan and other safety related issues.
THE POWER TO SAVE LIVES?
WE'VE GOT THAT.

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

Brought to you by the Wisconsin Department of Justice
District Curriculum Cycle

GBAPS reviews academic standards and written district curriculum to meet state requirements and to guide the Continuous School Improvement Process. The District Curriculum Cycle (shown below) serves as the systematic structure that identifies specific content areas and where teams are in the review process. A district-trained facilitator leads curriculum review teams made up of a broad representation of educators, administrators, and students through the curriculum review process. The completed curriculum (Content Essential Documents, Curriculum Maps, Interim Assessments & Resource Selection) is used by educators for instructional purposes. The goal for the 2022-2023 school year is to have a consistent curriculum cycle that provides a guaranteed and viable curriculum to all GBAPS students, yet remain flexible enough to adjust when necessary. The chart below shows each phase of the curriculum cycle with a description. The column labeled 2021-2022 illustrates the components of the curriculum that were successfully completed. The column title DRAFT 2023-2024 shows where we anticipate we will be, but may vary due to budget, employee capacity, and district priorities.

<table>
<thead>
<tr>
<th>Phases</th>
<th>Purpose</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>DRAFT 2023-2024</th>
<th>Hold for future placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Plan</td>
<td>To collect and review data in order to develop a plan for writing curriculum documents, developing assessments, and selecting resources.</td>
<td>ES/MS/HS Health</td>
<td>ES/MS/HS Health</td>
<td>HS Science Electives (Chemistry, Physics, Earth &amp; Space)</td>
<td>Hold for future placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ES/MS/HS Social Studies (Citizenship and Global Economics, US and World Affairs)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2 Develop</td>
<td>To use the data and information from Phase 1 to develop the curriculum documents.</td>
<td>MS Math</td>
<td>MS Science</td>
<td>MS Math</td>
<td>HS Science Electives (Energy Conservation Dynamics) AP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS Science</td>
<td>Personal Financial Literacy</td>
<td>Personal Financial Literacy</td>
<td>HS ELA Electives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ES/MS ELA</td>
<td></td>
<td></td>
<td>HS Social Studies Electives (Contemporary World Issues, Economics, Law &amp; Justice, Psych, Soc) AP</td>
</tr>
<tr>
<td>3 Select Resources</td>
<td>To select and purchase resources that support the implementation of the curriculum documents.</td>
<td>MS Math</td>
<td>HS Math - Core</td>
<td>ES Science</td>
<td>HS Technology Education: Construction and Manufacturing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ES/MS ELA</td>
<td>ES/MS ELA (cont.)</td>
<td>ES/MS/HS ELA (cont.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS/HS World Language (Spanish)</td>
<td>HS Math - Core</td>
<td>HS Math - Core</td>
<td></td>
</tr>
<tr>
<td>4 Implement</td>
<td>To implement the curriculum documents and the adopted resources.</td>
<td>MS/HS Agriscience</td>
<td>MS Math</td>
<td>HS Math - Core</td>
<td>MS/HS World Language (ASL, Chinese)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ES Music</td>
<td>MS/HS Science</td>
<td>MS STEM Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HS ELA</td>
<td>Personal Financial Literacy</td>
<td>HS Math Electives</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>HS Engineering and Automotive</td>
<td>ES Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implement</td>
<td>PK Literacy</td>
<td>HS Business Education</td>
<td>HS Family Consumer Science</td>
<td>MS Math</td>
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</tr>
<tr>
<td>5</td>
<td>To implement the curriculum documents and the adopted resources.</td>
<td>PK Literacy</td>
<td>HS Business Education</td>
<td>HS Family Consumer Science</td>
<td>MS Math</td>
</tr>
<tr>
<td>6</td>
<td>To implement the curriculum documents and the adopted resources.</td>
<td>MS/HS Art</td>
<td>HS Business Education</td>
<td>MS Family Consumer Science</td>
<td>ES Math</td>
</tr>
<tr>
<td>7</td>
<td>To implement the curriculum documents and the adopted resources.</td>
<td>MS/HS Music</td>
<td>HS Family Consumer Science: health services and culinary pathways</td>
<td>MS/HS Art</td>
<td>ES Math</td>
</tr>
<tr>
<td>8</td>
<td>To begin to collect and review do demonstrate the effectiveness of the current curriculum.</td>
<td>MS/HS Physical Education</td>
<td>HS Family Consumer Science: education pathway</td>
<td>ES/HS Art</td>
<td>HS Family Consumer Science</td>
</tr>
</tbody>
</table>

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Professional Development in 2021-2022 School Year

**Literacy**
- New Teacher Professional Learning - English Language Arts (reading, writing, phonics and word study/spelling)
- Grades 9-11 English Language Arts (ELA) - ongoing professional learning on adopted resources and assessments
- Embedded professional learning at the building level (PK-8) facilitated by literacy coach
- Language and Literacy Instruction (New PK and Literacy Coaches - Language Essentials for Teachers of Reading and Spelling (LETRS))
- Curriculum Writing Teams - K-12 English Language Arts
- AVID No Limits/Disciplinary Literacy- for all 6-12 teachers and administrators
- Palabras a su Paso/Words their Way for all K-8 bilingual teachers

**Mathematics**
- Stepping into Bridges for New Educators
- Teaching Mathematics in PK-5 (yearly updates)
- Mathematics Assessment Series (4 sessions)
  - Developed by the district math team, facilitated by the building administrator and building Curriculum Resource Implementation Specialists
- Individual Building Professional Learning Opportunities
- Add+Vantage Math Recovery Course 1 and 2
- Bridges Intervention Training

**Secondary Math**
- AVMR (Add+Vantage Math Recovery) Course 1 & 2
- Mid School Math Trial Implementation & Training (trial team only)
- CESA 7 Wisconsin Standards for Mathematics Workshop: Middle School & High School Focus

**Pupil Services**
- Suicide Prevention
- Restorative Practice
- Psychological First Aid
- Non-Violent Crisis Intervention Training - initial training and renewal
- De-escalation Strategies
- School-Based Additional Social-Emotional Learning (Zones of Regulation, Leader in Me, Dialectical Behavior Therapy in Schools)
- Caregiver Capacity Activities (Mindfulness, Listening Circles, and Compassion Resilience)
- Trauma Sensitive Schools
- CHAMPS Classroom Behavior Management
- Discipline in the Secondary Classroom
- Effective Supervision for Monitors
- STOIC Classroom Management Framework
- PBIS Tier 1/2/3 System Training
Equity

- Cultural and Linguistic Responsive Teaching: Focus on Culture: Foundations

Special Education

- IEP 101
- Introduction to Special Education/IEP writing and OASYS
- SE/Compliance
- Best Practices and Compliance
- Evidence Based Practice
- Paraprofessional Overview
- New Teacher Training Academic and Teaching and Learning
- New Teacher Training
- Back to School Professional Learning Time
- Academic and Teaching and Learning
- Supporting Academic Progress Recording
- Developing Reading Fluency: A Beginning Hierarchy of Skills
- Behavior 101
- Behavior Focus
- Behavior: Using Systematic Data Collection to guide behavior instruction
- Supporting Behavior
- Behavior: Trauma, Ex Functioning; Bias; Data
- Trauma information | Para - Deescalation strategies
- Supporting Independence with Regulation/Sensory Tools Recording
- Bilingual Grammar (ASL)
- Supporting Communication With Assistive Technology
- Autism 101
- Read 180
- System 44 Collaboration
- Supporting Students in the ID Focus Programs
- Building Inclusive Classrooms
- Transgender Kids in Middle & High School

Human Resources

- [District Summer 2021 Professional Learning Series](#)
- District Mentor Training and Program
- Initial Educator and New Hire Centralized Series of Support (monthly professional learning opportunities featuring topics aligned with district priorities and initiatives)
- Substitute Teacher Training (DPI-approved training program for district staff interested in becoming certified to work as substitute teachers)
- Substitute Teacher Effective Use of Technology Trainings
- 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 Practices for Supervisors workshops
- Paraeducator Associate Degree Program for GBAPS Monitors
- Annual Clerical Back-to-School Training
- New Hire Paraprofessional Professional Learning Monthly Series of Support
School Improvement Planning for 2022-2023

Continuous Improvement Planning Guide

The objective of the Continuous Improvement Planning Guide is to:

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

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

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

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

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

Multi-Level Systems of Support (MLSS)

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

Achievement Gap Reduction (AGR) Report

The purpose of this Achievement Gap Reduction (AGR) report is to provide an update on individual school progress toward goal attainment through specific strategy implementation in grades kindergarten through third at identified schools that hold an AGR contract with the Wisconsin Department of Public Instruction. In 2015, nine schools in the Green Bay Area Public Schools District were identified as AGR based on the percentage of students’ economic-disadvantaged level (low-socioeconomic status). The identified elementary schools were: Danz, Eisenhower, Fort Howard, Howe, Jefferson, Lincoln, Nicolet, Sullivan, and Tank. Additionally, kindergarten students at the Early Learning Center were included in the AGR schools until they joined their home schools at Danz, Eisenhower, and Sullivan at the beginning of the 2019-2020 school year. At the start of the 2020-2021 school year, Jefferson Elementary’s AGR grant contract was transferred to Elmore Elementary due to the consolidation of Jefferson with Fort Howard Elementary and repurposing of Jefferson to a Head Start site. The 2021-2022 nine AGR schools are Danz, Eisenhower, Elmore, Fort Howard, Howe, Lincoln, Nicolet, Sullivan and Tank. Please reach out to each leader of these schools to learn more about the systems implemented for strategic improvement.

Achievement Gap Reduction (AGR) Board of Education Mid-Year Update
Achievement Gap Reduction (AGR) Board of Education End-of-Year Report
School Improvement Plans for 2022-2023

Each of the District's schools has a School Improvement Plan which summarizes the school's achievement goals, measures of success, learning focuses, and action steps. Click the links below to see the plans for 2021-22 for each school. These documents are also available on each school's website.

**Early Learning**
- Head Start
- OAK Learning Center

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

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

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

**Online Schools**
- Katherine Johnson Academy of Enriched Virtual Learning 4K-6
- JDAL Online (Note: JDAL Online is part of the John Dewey Academy of Learning)

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

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

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