



**SHEBOYGAN AREA**  
— SCHOOL DISTRICT —

**NOTE:** This meeting will be held in the Boardroom.

*\*Starting/ending times may vary*

**Tuesday, May 9, 2023**

**Starting Time:** 6:00 – 6:30 p.m.\*

**CHAIR:** Ms. Robbins

**MEMBERS:** Mr. Mancl, Vice Chair  
Ms. Versey  
Mr. Laster

*(a quorum of the Board may be present)*

The Curriculum and Instruction Committee meeting will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, May 9, 2023 at 6:00 p.m.** The following items will be presented for consideration at that time:

Please note some Board members may be participating in this Board meeting via teleconference or other remote access technology. Members of the public who attend the meeting will be able to hear any open session dialogue between such members and the Board members present in the Boardroom. In addition, the District is offering audio and video access to the meeting via phone connection by calling 1-312-626-6799 with Meeting ID: 833 3513 8223 and Passcode: 485681 or <https://us06web.zoom.us/j/83335138223?pwd=Q1g4NjZlczBpcE5lK2o1OGdmUUZuQT09> at the scheduled meeting time.

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

2 Min. 1. **DIPLOMA RECOMMENDATION CLASS OF 2023 GRADUATES – Mr. Jacob Konrath**  
(Information/Action)

The administration recommends that high school diplomas be awarded to students from Central, Étude, North, South High Schools, and George D. Warriner High School for Personalized Learning, who are members of the class of 2023. They have completed district requirements for graduation.

The graduation program, including the list of students, will be provided to the Board of Education when the program goes to print. The final list of graduates from each school will be available at the Administrative Office for review beginning in July 2023.

<u>School</u>	<u>Total</u>
Central High School	64
Étude High School	10
North High School	345
South High School	244
George D. Warriner High School for Personalized Learning	<u>24</u>
	687

2 Min. 2. **HEALTH OCCUPATIONS STUDENTS OF AMERICA (HOSA) INTERNATIONAL LEADERSHIP CONFERENCE – Mr. Jacob Konrath** (Information/Action)

The administration recommends the approval for North High School students to travel to Dallas, Texas from June 21-25, 2023, to compete in the Health Occupations Students of America (HOSA) International Leadership Conference, as per Policy 2340.

- 2 Min. 3. **2024 FRANCE FIELD TRIP – Mr. Jacob Konrath** (Information/Action)
- The administration recommends the approval for South High School students to travel to Bordeaux and Paris, France from March 19-29, 2024, to experience the French culture through immersion, as per Policy 2340.
- 10 Min. 4. **ELEMENTARY READING LITERACY AUDIT UPDATE – Mr. Jacob Konrath/Mr. Jim Renzelmann** (Information/Discussion)
- The administration will provide an update on the progress of the literacy audit conducted during the year.
- 10 Min. 5. **HIGH SCHOOL MATH SUPPORTS – Mr. Jacob Konrath/Mr. Eric Spielman** (Information/Discussion)
- The administration will provide an update on math supports being utilized at North and South High Schools and their impact on student success.

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

- 1. Name of Group: Sheboygan North HOSA
- 2. Date of Application: April 14, 2023
- 3. Person Making Application: Amber Miller
- 4. School: Sheboygan North High School
  
- 5. Proposed Event: HOSA International Leadership Conference
- 6. Destination: Dallas Texas
- 7. Dates of Travel: June 21, 2023 thru June 25, 2023
- 8. Purpose: Students will compete in their competitive events (Medical Reading & Veterinary Sciences)
- 9. # of students (estimate): 2
- 10. # of chaperones: 1

11. Is this field trip a regional/national competition?

Yes       No

12. If yes, what are the qualifying criteria for participation?

Achieved the top 3 in their competitive event at the state level competition.

**13. Estimated Costs**

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

A. Total Cost of Trip	B. Cost by Funding Source																																													
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14. Use the space below to answer the following questions. Do not submit additional pages. The space below will expand to fit your needs.

a. What activities will the students be engaged in while on the trip?  
[https://fcclainc.org/sites/default/files/2022%20AAG\\_0228.pdf](https://fcclainc.org/sites/default/files/2022%20AAG_0228.pdf) View agenda here

- Students are competing in competitive events such as Medical Reading and Veterinar Sciences
- Students will be participating in breakout sessions along with their competitive event
- Students will participate in voting for HOSA bylaws and the business meeting.
- Students will volunteer to help other HOSA events run smoothly as courtesy corps
- Students will participate in group meals
- Students will participate in award and scholarship ceremonies

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b. How will students demonstrate their learning from this experience? (Please describe specific activities that will take place after the field trip.)

*Students will demonstrate learning from this experience by participating in medical reading and veterinary sciences competitions. From this they will expand their knowledge and professionalism as well as their career readiness in the healthcare field.*

*Students will be participating in voting procedures and business meetings on an international level for HOSA as voting delegates for the Sheboygan North HOSA chapter.*

*Students will participate in break out sessions pertaining to different health career topics. With this students will get to network with professionals and peers from all around the country.*

*Students will participate in the awards ceremony at the end of competitions and be proud of al the amazing work they have done on their projects throughout the school year.*

*Students will discover what HOSA chapters around the world are doing to better their communities and make plans to implement them back in the Sheboygan Area.*

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c. How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities?

*As a first year HOSA advisor, Amber Miller will use this experience to make network connections with other HOSA advisors and bring relevant tools and resources back to use in her classroom and HOSA chapter.*

*Amber Miller will explore different breakout sessions to further explore ways to improve her HOSA chapter at North High. She will also take what she has learned to see what she can have her HOSA students offer the Sheboygan community.*

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d. Who will the chaperones be and how were they selected?  
*Amber Miller is the Teacher and advisor for the HOSA chapter for North High School.*

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



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

- The Parent/Legal Guardian Exclusion Waiver form  
(applies only to trips outside the continental US)

Yes

No

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

For Central Administration Use Only				
Signature	Title	Recommended:		Comments
		Yes	No	
Amber Miller	Advisor	x		
Dan Stengel	Assist Principal	x		
John Matczak	Principal	x		
	Asst Supt – S&I	x		
	Superintendent	x		
	Board of Education			

8/27/13

New Form Number 9/18/14

Updated 10/6/16

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

- 1. Name of Group: South High France Trip 2024
- 2. Date of Application: 4/20/2023
- 3. Person Making Application: Angela Geiszler
- 4. School: Sheboygan South High School
  
- 5. Proposed Event: Homestay/immersion/tour experience
- 6. Destination: Bordeaux and Paris, France
- 7. Dates of Travel: March 19-29, 2024 (dates may change based on flight costs)
- 8. Purpose: The purpose of this trip is to immerse students in the culture of a country where the language they study is spoken. Through this experience, they will further develop their understanding of the French language and culture.
- 9. # of students (estimate): 15
- 10. # of chaperones: 2

11. Is this field trip a regional/national competition?  Yes  No

12. If yes, what are the qualifying criteria for participation?

**13. Estimated Costs**

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

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14. Use the space below to answer the following questions. Do not submit additional pages. The space below will expand to fit your needs.

a.	<p><b>What activities will the students be engaged in while on the trip?</b>  <i>Students will travel to France and stay with host families in Bordeaux, France. Each host family will have a son/daughter who attends Lycée François Mauriac (high school) and students will participate in day-to-day activities with this French teenager. Activities include going to school, presenting to English classes, participating in after-school activities, family excursions, etc. The hosting school will also organize short local excursions in and around Bordeaux for our students and their host "brother" or "sister." In addition, students will experience three days in Paris, France. They will visit the Eiffel Tower, the Louvre Museum, Notre Dame Cathedral, Sacré-Cœur Basilica, Montmartre, Musée d'Orsay, Arc de Triomphe, and the Paris Fragonard Museum. They will also take a narrated river cruise along the Seine.</i></p>
b.	<p><b>How will students demonstrate their learning from this experience? (Please describe specific activities that will take place after the field trip.)</b>  <i>Students who participate in the trip, will put together a presentation of their experiences in France. They will then present it to their French class upon returning to school.</i></p>
c.	<p><b>How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities?</b>  <i>Every time I travel to France, I bring back authentic materials that I incorporate in my units. In addition, I make connections with people in France and am able to use them as resources/connections for students for various purposes throughout the year.</i></p>
d.	<p><b>Who will the chaperones be and how were they selected?</b>  <i>Angela Geiszler and another chaperone, undetermined at this time. The second chaperone will be an SASD employee, and preferably French speaking.</i></p>

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

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

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

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

For Central Administration Use Only				
Signature	Title	Recommended		Comments
		Yes	No	
Angela Geiszler	Advisor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	per email
Kevin Formolo	Principal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	per email
Jessie Kung'oth	Asst Supt - S&I	<input checked="" type="checkbox"/>	<input type="checkbox"/>	per email
<i>[Signature]</i>	Superintendent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Board of Education			



**SHEBOYGAN AREA**  
— SCHOOL DISTRICT —

# Literacy Audit Update

*May 9th, 2023*



# Literacy Audit- Recommended Practice Changes

1. Define expectations and resources for Literacy instruction.
2. Increase opportunities for students to practice skills and strategies taught in the mini lesson and support students to build their reading stamina. Increase student discussion and participation.
3. Engage in learning about phonological awareness and phonics and how it fits into the literacy block.



# Literacy Audit- Action Steps

## Practice Change # 1- Define expectations and resources for Literacy instruction.

Activity #	Activity	Outcome Measures	Evidence	End Date	Status
1	Principals will analyze master schedules and expectations for teaching in whole group, small group and independent practice	<ul style="list-style-type: none"> <li>Expectations for length and components in the Literacy block are agreed to and shared with all teachers by district leadership team</li> </ul>	<ul style="list-style-type: none"> <li>Building Presentation (to be completed by leadership team)</li> <li>Principal follow up in August</li> </ul>	May 24th	
2	Agree on the specific resources to use in instruction and a district framework to deliver whole group instruction.	<ul style="list-style-type: none"> <li>Expectations for length and components in the Literacy block are agreed to and shared with all teachers by district leadership team</li> </ul>	<ul style="list-style-type: none"> <li>Building Presentation (to be completed by leadership team)</li> <li>Principal follow up in August</li> </ul>	May 24th	
3	Teachers re-engage with standards while utilizing the district provided template throughout the academic year.	<ul style="list-style-type: none"> <li>Essential standards and skills are targeted in whole group instruction.</li> </ul>	<ul style="list-style-type: none"> <li>District scope and sequence templates</li> </ul>	August	



# Literacy Audit- Action Steps

**Practice Change # 2- Increase opportunities for students to practice skills and strategies taught in the mini lesson and support students to build their reading stamina.**

Activity #	Activity	Outcome Measures	Evidence	End Date	Status
1	Leaders will observe lessons to develop a common understanding of the components of a mini lesson.	<ul style="list-style-type: none"><li>• Building leaders agree upon a common document to use in mini lesson observations</li></ul>	<ul style="list-style-type: none"><li>• Walk through tool is finalized.</li></ul>	May 3rd	
2	Engage teachers in professional development on instruction specific to the mini lesson components and the opportunities for student discussion.	<ul style="list-style-type: none"><li>• Literacy instruction will support student learning through modeling, guided practice, collaboration and independent practice.</li></ul>	<ul style="list-style-type: none"><li>• Observation data</li><li>• Teacher feedback</li></ul>	Beginning in August (Ongoing)	
3	Leaders will conduct walkthroughs of mini lessons to establish areas for district support.	<ul style="list-style-type: none"><li>• Building leaders will share baseline data gathered from building observations.</li></ul>	<ul style="list-style-type: none"><li>• Walkthrough baseline data</li></ul>	October	



# Literacy Audit- Action Steps

**Practice Change # 3- Engage in learning about phonological awareness and phonics and how it fits into the literacy block.**

Activity #	Activity	Outcome Measures	Evidence	End Date	Status
1	District teams will attend professional development from “Shifting the Balance” authors on the practice changes that support current research.	<ul style="list-style-type: none"><li>Leadership teams will develop a foundational understanding of the shifts in instruction identified by current research.</li></ul>	<ul style="list-style-type: none"><li>Principal/Coaches feedback</li></ul>	April 12th	
2	Create Building leadership teams to include teachers from K-2, 3-5, ML, Special Education, Interventionists, Principals and Instructional coaches.	<ul style="list-style-type: none"><li>Buildings will have representative teams established.</li></ul>	<ul style="list-style-type: none"><li>Building team google form</li></ul>	May 3rd	
3	Review of district assessments - specifically diagnostic information around phonological awareness and phonics.	<ul style="list-style-type: none"><li>District universal screening procedures are reviewed and communicated to staff.</li></ul>	<ul style="list-style-type: none"><li>Universal screening and Progress monitoring tools are reviewed</li></ul>	August	



# Literacy Audit- Action Steps

**Practice Change # 3- Engage in learning about phonological awareness and phonics and how it fits into the literacy block.**

Activity #	Activity	Outcome Measures	Evidence	End Date	Status
4	Building Leadership teams will engage in literacy professional development from CESA 6 Teacher Institute regarding the current literacy research on how the brain learns to read and implications for instruction.	<ul style="list-style-type: none"><li>Leadership teams will attend four sessions and identify shifts in instruction that will result from the training.</li></ul>	<ul style="list-style-type: none"><li>Professional Development planning</li><li>Feedback</li></ul>	Begins Aug 14- ends Feb 15th	
5	Building Leadership teams will design professional development on the current research to be delivered back to building staff.	<ul style="list-style-type: none"><li>All building teams will agree on professional development to deliver to their building.</li></ul>	<ul style="list-style-type: none"><li>Instructional routines implemented</li><li>Building feedback</li></ul>	Begins Aug 14- next steps reassessed in Mar 2024	



# Questions





**SHEBOYGAN AREA**  
— SCHOOL DISTRICT —

**High School Math Supports**

# *Success Indicators*

## Math + College and Career Readiness

- GPA +2.8
- CAPP and Advanced Placement Courses
- Advanced Algebra
- ACT





# *Success Indicators*

## Pass Rates

- Impact on Graduation Rates
- Career Readiness - Impact on Access to Electives and Workplace Learning Opportunities
- College Readiness - Impact on Access to College Level Courses



# *Opportunities and Supports*

## Course Offerings

- Transition from 2-Year Algebra to Block Algebra
- Intro and Intermediate Courses
- CAPP Adv Algebra, Pre Calculus, Calculus, Statistics
- Personal Finance, Trades Math (24-25)



# *Opportunities and Supports*

## Student Access to Personalized Supports

- Resource Rooms and Success Labs
- Raider Time
- SPED and ML Supports

## Recovery Opportunities

- Unit Recovery (Common Assessments)
- Individualized Programming (ALEKS)



# Pass Rates by Class

Class	Pass Rates		
	North	South	District
Algebra	80%	85%	82%
Geometry	94%	93%	94%
Advanced Algebra	93%	96%	94%
Pre-Calculus	100%	98%	99%
Calculus	100%	100%	100%



# *College Readiness Indicators*

- 448 students taking a CAPP or AP Course.
- 376 students taking Advanced Algebra



# Questions?

