



MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

March 10, 2015

5:30 P.M. Planning/Facilities/Equipment

6:00 P.M. Audit/Budget/Finance

6:30 P.M. Joint Audit/Budget/Finance &
Curriculum/Program

6:50 P.M. Joint Personnel/Policy & Curriculum/Program

Please Note: Committee meetings may start early if
preceding meeting adjourns early.

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<p>There may be a quorum of the board present at these Standing Committee meetings; however, under no circumstances will a board meeting be convened nor board action taken as part of the committee process. The three board members who have been appointed to each committee and the community advisors are the only voting members of the Standing Committees.</p>
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KENOSHA UNIFIED SCHOOL BOARD
PLANNING/FACILITIES/EQUIPMENT MEETING
Educational Support Center – Room 110
February 10, 2015
MINUTES

A meeting of the Kenosha Unified Planning/Facilities/Equipment Committee chaired by Ms. Stevens was called to order at 5:30 P.M. with the following Committee members present: Mr. Flood, Mr. Kunich, Mr. Valeri, Mrs. Bothe, Mr. Zielinski, Mr. Falkofske, Mr. Thomey, Mr. Butts, Mr. Schaffrick, and Ms. Stevens. Dr. Savaglio-Jarvis was also present.

Approval of Minutes – November 11, 2014 Planning/Facilities/Equipment and Joint Planning/Facilities/Equipment and Audit/Budget Finance

Mr. Falkofske moved to approve the minutes as presented. Mr. Kunich seconded the motion. Unanimously approved.

2015-2016 Capital Projects Plan

Mr. Finnemore, Director of Facilities, presented the 2015-2016 Capital Projects Plan. He indicated that the plan covers the following three components: major maintenance, security projects, and a central kitchen project. He indicated that the majority of the one million allocated for the major maintenance projects will consist of mostly exterior building projects, i.e. exterior door replacements, exterior building wall projects, and roof replacements and repairs. The main energy saving project this year will be replacement of windows at Grewenow. Due to the increase of the amount of fruits and vegetables required to be offered per the passing of the Healthy Hunger-Free Kids Act of 2010, the expansion of the food service cooler capacity will be necessary. The project will consist of converting the existing freezer into a cooler, remove the existing cooler to gain much needed floor space in the central kitchen, and construct a new freezer outside of the current footprint.

Mr. Finnemore answered questions from committee members.

Mr. Kunich moved to forward the 2015-2016 Capital Projects Plan to the full Board for their consideration. Mr. Flood seconded the motion. Unanimously approved.

Information Items

Mr. Finnemore presented the Outdoor Athletics Referendum Update. He distributed and presented a referendum brochure which contained information pertaining to the proposed improvements, the tax effect on residents, and information on District student participation in sports. He also distributed and presented the calendar of scheduled referendum information speaking engagements. He noted that this information, along with additional information, is also being made available on the website.

Mr. Finnemore presented the Performance Contract Projects Update. He indicated that all the projects have been bid out but not all awarded yet. He presented the awarded projects

noted in the agenda and indicated that a complete list of project awards will be presented next month to the committee.

Mr. Finnemore presented the Utility and Energy Savings Program Report. He indicated that 44% of the overall utility budget has been spend compared to 43% last year which is good considering the construction activity in the District, the reopening of the Jefferson Annex for eSchool, and the reopening of McKinley Middle School for the KTEC-West Campus. He noted that 2014 saving information for each school was added to the energy savings spread sheet contained in the agenda as requested.

Future Agenda Items

Mr. Finnemore indicated that he will be bringing the Performance Projects Update in March which will contain a complete listing of the awarded project contracts as noted above.

Ms. Stevens requested a report on elementary school boundaries and long term planning for elementary schools.

Mr. Flood requested the same information requested by Ms. Stevens for the middle and high schools.

Mr. Flood moved to adjourn the meeting. Mr. Kunich seconded the motion. Unanimously approved.

Meeting adjourned at 5:50 P.M.

Stacy Schroeder Busby
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 10, 2015
Planning/Facilities/Equipment Standing Committee

CAPITAL PROJECTS UPDATE

Energy Efficiency Projects:

The School Board approved implementation of energy efficiency projects at nine elementary schools over the course of two years at the August 27, 2013 regular Board meeting. The projects at the first five schools: Bose, Grant, Grewenow, Forest Park, and Harvey are all complete and we are beginning to realize the benefits as discussed in the Utility & Energy Savings Program Report.

The following is a brief update on recent activities associated with the summer of 2015 projects which will occur at Grewenow, Jefferson, Jeffery, Roosevelt and Vernon:

- Design work was completed in November and the projects were competitively bid in December.
- Contractor and manufacturer supplier selection is complete. A detailed contractor matrix is provided on the next page of this report. The contractors highlighted in red are Kenosha firms, the contractors highlighted in blue are firms headquartered elsewhere with Kenosha branch offices, and the contractors highlighted in gray are from outside of Kenosha. The work being performed by Kenosha contractors amounts to approximately 70% of the total amount subcontracted by the performance contractor.
- We have begun ordering equipment and all of the major equipment is already in the manufacturer's production schedule.
- Project schedules have been developed for each school and we have been holding meetings with the principals to explain scope and schedules. School staff discussions will take place after spring break.
- Asbestos abatement contractors have been hired to perform all of the asbestos abatement associated with the five schools. This work is being funded out of the 2014-15 and 2015-16 major maintenance budgets. Abatement work at schools will begin over spring break. Work in the boiler rooms and mechanical tunnels will begin in mid-May when the heating season is over.

Discipline	Grewenow	Jefferson	Jeffery	Roosevelt	Vernon
Roofing		Van's Roofing	Van's Roofing	Van's Roofing	Van's Roofing
Window/Ext. Wall Project	Camosy Construction			Riley Construction	Riley Construction
Masonry Restoration		KMI Construction		KMI Construction	
HVAC		Lee Plumbing	Southport	Just Services	Just Services
DDC Controls		Grunau	Grunau	Grunau	Grunau
Ceilings		Algiers	Algiers		Algiers
Electrical		Great Lakes Electric	Great Lakes Electric	Great Lakes Electric	Staff Electric
Lighting		Staff Electric	Great Lakes Electric	KUSD	Great Lakes Electric
Vestibule Doors			KUSD		KUSD

Security Projects:

Implementation of the security related improvements associated with the second year of a three-year plan approved by the Board at the June 25, 2013 meeting is complete. A great deal of work is being done currently in preparation of the third year scope of work. There are two scope items in the third year:

- Conversion of the card access system for the 18 buildings currently being served by the obsolete G.E. Sapphire system to the T.A.C. system that serves the remainder of the district. The G.E. system has been discontinued and is no longer supported. It runs off old hardware and an old server operating system that cannot be supported by our server back-up system at KUSD. The installation will be done entirely in-house.
- Completion of the installation of VoIP phones in every classroom in the district. Phase 3 of the project includes 12 elementary schools, Dimensions of Learning and the Senior Center. This will complete the VoIP project necessary to support the Informacast notification system by having a phone in every classroom in the district.

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick Finnemore, PE
Director of Facilities

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 10, 2015
Planning/Facilities/Equipment Standing Committee

UTILITY & ENERGY SAVINGS PROGRAM REPORT

The purpose of this report is to provide the regular update on the 2014-15 utilities budget and the operational energy savings program through January.

Utilities Budget Update:

The following is a brief summary of the costs incurred for natural gas, electricity, and the entire utilities budget.

- We have spent \$19,708 more on natural gas this year as compared to last year.
- We have spent \$43,112 more on electricity this year as compared to last year.
- We have spent 54% of the overall utility budget as compared to 53% last year at this time.

Operational Energy Program Update:

The following is a brief summary of the amount of energy saved from the start of the school year through the end of January. Please see the attachment for energy savings by school:

	2014-15	2013-14
Electricity Saved (KWh)	4,362,816	4,332,915
Gas Saved (Therms)	305,936	317,542
Dollars Saved	\$642,137	\$666,565

As the year progresses we will continue to the energy consumption and costs for the 5 schools (Bose, Grant, Grewenow, Forest Park and Harvey) that had major energy projects performed. The bulk of the savings will be realized during the winter heating months; we should see some level of savings year round because of lighting upgrades and other minor changes. As can be seen on the

attachment and the table below, all 5 schools have seen a dramatic improvement over the previous year.

School	2014-15 Savings vs. Base Year	2013-14 Savings vs. Base Year
Bose	53.9%	34.8%
Forest Park	38.6%	13.3%
Grant	40.6%	18.9%
Grewenow	41.3%	32.8%
Harvey	40.4%	28.4%

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick Finnemore, PE
Director of Facilities

Mr. John Allen
Distribution and Utilities Manager

Mr. Kevin Christoun
Maintenance Supervisor

Monthly Energy Efficiency Program Tracking Summary

UTILITY INFORMATION (7 months of data)

Energy Tracking: September 2014 through January 2015

End of FY - 2015 - 06		Current Month: 2015 - 01				YTD HTG DD: FY2014 4284.5 FY2015 3914.5					YTD CLNG DD: FY2014 535 FY2015 351.5				
BUILDING	ACTUAL USE FY2015				FY2014 SAVINGS*					FY2015 SAVINGS*					
	kWh	kW	therms	\$	kWh	kW	therms	\$	% Savings	kWh	kW	therms	\$	% Savings	
Bradford H	1,108,179	3,264	84,608	\$181,984	442,376	710	20,190	\$52,147	22.3%	451,890	752	19,470	\$55,627	23.4%	
Hillcrest H	34,840	-	8,565	\$10,616	6,578	-	790	\$1,367	11.2%	7,319	0	877	\$1,417	11.8%	
Indian Trail H	1,276,800	4,552	51,836	\$197,555	733,234	2,229	10,287	\$93,700	31.7%	734,496	2,461	16,615	\$100,788	33.8%	
Lakeview H	156,800	672	4,812	\$25,241	193,600	181	593	\$15,374	35.8%	191,046	188	459	\$15,485	38.0%	
Reuther H	351,480	1,467	71,759	\$95,994	97,145	338	12,749	\$18,712	16.2%	105,587	390	15,584	\$22,554	19.0%	
Tremper H	909,068	2,565	96,817	\$160,593	421,870	638	25,337	\$47,747	24.0%	382,678	568	21,714	\$45,375	22.0%	
HS Subtotal:	3,837,167	12,520	318,397	\$671,982	1,894,803	4,095	69,946	\$229,047	25.5%	1,873,016	4,359	74,719	\$241,244	26.4%	
Bullen M	302,767	1,023	27,494	\$54,509	190,873	162	27,168	\$31,429	35.5%	203,724	189	24,208	\$30,716	36.0%	
Lance M	256,157	998	28,714	\$52,239	58,183	99	8,016	\$9,761	15.5%	59,218	122	7,679	\$9,531	15.4%	
Lincoln M	373,730	1,520	38,766	\$77,504	99,214	85	15,142	\$15,480	16.0%	126,447	240	13,775	\$20,581	21.0%	
Mahone M	476,400	2,320	25,179	\$88,209	147,994	106	21,160	\$22,703	18.4%	257,905	215	25,622	\$35,775	28.9%	
McKinley M	156,000	543	34,922	\$43,909	286,896	1,070	48,308	\$93,219	95.7%	164,266	587	7,868	\$25,038	36.3%	
Washington M	192,362	781	29,844	\$45,600	72,143	337	608	\$10,384	17.9%	81,054	362	1,956	\$11,877	20.7%	
MS Subtotal:	1,757,416	7,185	184,919	\$361,969	855,303	1,859	120,402	\$182,976	34.7%	892,614	1,714	81,108	\$133,519	26.9%	
Bain E	292,500	1,626	18,253	\$57,399	80,323	112	11,076	\$13,994	20.9%	67,680	(123)	6,813	\$6,618	10.3%	
Bose E	73,440	312	9,936	\$16,861	88,102	142	5,647	\$13,060	34.8%	106,797	222	11,878	\$19,731	53.9%	
Brass E	201,120	792	8,420	\$34,903	52,324	285	5,415	\$10,334	24.2%	27,375	229	8,123	\$16,155	31.6%	
Dimensions E	34,106	-	11,017	\$12,164	4,454	-	495	\$1,077	7.6%	4,733	0	595	\$1,204	9.0%	
Forest Park E	85,878	336	11,734	\$19,809	28,783	38	1,865	\$4,473	13.3%	22,510	23	16,492	\$12,433	38.6%	
Frank E	246,340	982	16,948	\$45,061	95,339	106	4,553	\$10,856	18.3%	108,857	171	2,356	\$11,441	20.2%	
Grant E	66,280	250	8,357	\$15,269	12,719	70	4,530	\$4,630	18.9%	11,117	75	12,266	\$10,423	40.6%	
Grewenow E	85,280	307	14,499	\$20,856	61,435	132	7,405	\$11,676	32.8%	68,100	135	11,048	\$14,649	41.3%	
Harvey E	68,442	273	14,053	\$18,742	42,369	125	6,516	\$9,189	28.4%	44,980	131	11,376	\$12,705	40.4%	
Jefferson E	80,885	236	18,553	\$23,594	52,793	104	6,067	\$10,370	32.2%	43,000	110	4,977	\$8,201	25.8%	
Jeffery E	89,711	375	10,164	\$19,464	73,912	159	2,171	\$10,280	31.0%	74,682	167	1,243	\$9,789	33.5%	
Ktech (Lincoln)	82,640	366	9,743	\$18,252	(4,062)	(3)	4,379	\$2,462	11.6%	10,542	40	3,137	\$3,274	15.2%	
McKinley E	60,728	278	13,594	\$17,764	15,430	19	3,822	\$4,221	18.6%	22,530	36	3,318	\$4,558	20.4%	
Nash E	178,080	710	12,042	\$32,811	42,616	192	8,531	\$10,324	22.8%	37,085	228	9,369	\$11,312	25.6%	
Pleasant Prairie E	263,840	939	16,257	\$44,458	65,795	(9)	255	\$4,116	8.4%	53,764	2	(595)	\$2,610	5.5%	
Prairie Lane E	113,570	459	12,116	\$23,634	58,080	52	7,139	\$10,942	33.3%	62,220	75	3,623	\$9,412	28.5%	
Roosevelt E	75,000	283	17,168	\$21,651	36,856	102	4,091	\$7,049	24.4%	38,446	115	2,346	\$6,172	22.2%	
Somers E	169,440	603	16,020	\$32,249	58,924	202	5,442	\$10,817	23.7%	69,970	225	6,445	\$12,342	27.7%	
Southport E	104,640	509	14,335	\$24,628	43,193	54	2,460	\$6,392	21.3%	42,782	52	1,371	\$5,368	17.9%	
Stocker E	170,080	675	10,844	\$30,357	102,701	346	2,319	\$13,465	30.9%	104,575	257	1,640	\$12,237	28.7%	
Strange E	106,879	453	12,415	\$23,026	71,512	108	3,672	\$9,945	28.2%	81,172	108	3,280	\$10,878	32.1%	
Vernon E	158,168	637	38,279	\$45,117	79,278	193	9,889	\$13,432	22.7%	96,984	210	10,165	\$14,191	23.9%	
Whittier E	144,840	737	12,087	\$30,285	160,204	420	3,180	\$18,713	37.0%	170,798	397	3,128	\$19,357	39.0%	
Wilson E	56,760	280	15,578	\$18,853	40,387	145	8,724	\$14,379	42.3%	44,483	96	8,099	\$10,153	35.0%	
ELEM Subtotal:	3,008,647	12,419	342,412	\$647,207	1,363,467	3,092	119,643	\$226,195	24.9%	1,415,182	2,979	142,493	\$245,212	27.5%	
Cesar Chavez	73,720	238	3,297	\$12,621	57,181	60	2,269	\$7,457	35.7%	46,983	77	2,370	\$6,709	34.7%	
ESC	506,640	1,620	27,153	\$76,821	152,702	351	4,983	\$18,006	19.4%	129,128	241	5,046	\$14,539	15.9%	
Recreation	36,146	-	4,437	\$8,070	9,459	18	299	\$2,886	25.3%	5,893	0	200	\$914	10.2%	
Other Subtotal:	616,506	1,858	34,887	\$97,513	219,342	429	7,551	\$28,348	22.7%	182,004	318	7,616	\$22,162	18.5%	
Totals:	9,219,736	33,982	880,615	\$1,778,671	4,332,915	9,476	317,542	\$666,565	27.1%	4,362,816	9,370	305,936	\$642,137	26.5%	

* Savings are based on the comparison of actual billed use to the baseline model. The model is based on utility data from calendar year 2003 (typically) and adjusts for weather, occupancy and school year data.

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A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mr. Wade was called to order at 6:17 P.M. with the following Committee members present: Mr. Flood, Mrs. Marcich, Mr. Aceto, Mr. Holdorf, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mr. Castle arrived later. Mr. Bryan, Mr. Kent, Mrs. Dawson, and Mr. Battle were excused. Ms. London was absent.

Approval of Minutes – January 13, 2015 Audit/Budget/Finance

Mr. Wade indicated that due to the lack of a quorum, the minutes would be voted on at next month's meeting.

Information Items

Mr. Tarik Hamdan, Interim Chief Financial Officer, presented the Monthly Financial Statements. He gave committee members a live demonstration of how the financial information is analyzed in a more in depth manner to minimize or quantify budget surpluses. He explained and demonstrated that the information contained in the agenda is presented as a district as a whole and can be analyzed by many scenarios, i.e. location, employee group, down to each individual transaction, etc.

Mr. Castle arrived at 6:23 P.M.

Mr. Hamdan explained how a 1% spending difference for a district this size could amount to a one million dollar difference which is why a more complex analysis is needed as opposed to just looking at trending information.

Ms. Heather Kraeuter, Accounting & Payroll Manager, presented the Cash and Investment Quarterly Report. She noted that balances are fully collateralized or insured and that there is a portfolio of investments that make up the Wisconsin Investment Series Coop (WISC) and Johnson Bank balances. She also pointed out that the balances noted for the 2014-15 accounts are year-to-date balances versus full fiscal balances as noted for the 2012-2013 and 2013-2014 years.

Mr. Hamdan presented the Quarterly Summary of Grants as contained in the agenda. He said that budget amounts noted may contain carryover amounts from fiscal year 2014. Mr. Hamdan answered questions from committee members.

Approval of Minutes – January 13, 2015 Audit/Budget/Finance

Mr. Wade indicated that the arrival of Mr. Castle created a quorum and that he would accept a motion in regard to the minutes.

Mr. Flood moved to approve the minutes as contained in the agenda. Mrs. Marcich seconded the motion. Unanimously approved.

Future Agenda Items

There were no future agenda items noted.

Mr. Holdorf moved to adjourn the meeting. Mr. Castle seconded the motion. Unanimously approved.

Meeting adjourned at 6:45 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin

March 10, 2015
Audit/Budget/Finance Standing Committee

Board Approved Student User Fees for the 2015-2016 School Year

As a component of the budget development process a review of the fees charged by the District is conducted every year. With the implementation of the Infinite Campus student information system, the early registration process has been improved to allow parents to pre-register all students in each household. Approved fees for 2015-16 will be available for payment during the Pre-K and Kindergarten registration in April 2015. Administration is not recommending any changes to the 2015-16 student user fees.

Attachment A delineates the proposed 2015-2016 student user fee schedule compared to the previous five (5) years.

District-wide Fee Procedures:

- All fees and payments for a student will be maintained in Infinite Campus by the school at which the student is primarily enrolled (with the school having access to create the fee based on the circumstances e.g., field trips, yearbook, clubs and activity accounts).
- Charter schools are required to collect all applicable District required user fees according to the board approved fee schedule, however charter schools will retain the fees as part of the charter agreements.
- All schools looking to charge for workbooks or any other supplemental consumable materials, not covered by the base fees, must submit the fee to be reviewed and approved by the respective School Leadership Department prior to the allocation of any funds for the purchase of these materials, or the assessment of any such fees.

Administrative Recommendation

Administration requests that the Audit/Budget/Finance Standing Committee forward this report to the board of education for consideration to accept the recommendation to establish the fiscal year 2015-2016 fees for student use items in advance of early registration for Pre-K and Kindergarten in April 2015.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Interim Chief Financial Officer

Heather Kraeuter
Accounting & Payroll Manager

KENOSHA UNIFIED SCHOOL DISTRICT
 Historical Schedule of Student Fees
 Proposed Fees for the 2015-2016 School Year

BASE USER FEES	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
High School	\$ 62	\$ 62	\$ 64	\$ 67	\$ 67	\$ 67
Middle School	70	70	72	72	72	72
Elementary School	43	43	44	44	44	44
Pre-School ⁽¹⁾	22	22	22	22	22	22

⁽¹⁾ Base User Fee includes individual project materials and workbooks

GRADE LEVEL FEES	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Writer's Inc. (9th Grade)	\$ 24	\$ 24	\$ -	\$ -	\$ -	\$ -

PROGRAM FEES	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
1:1 Electronic Device Program	\$ 30	\$ 30	\$ 30	\$ 30	\$ -	\$ -
Kenosha Military Academy Leadership	25	25	25	25	25	25

COURSE FEES	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Physical Education Fee (High School)	\$ 24	\$ 24	\$ 24	\$ -	\$ -	\$ -
Physical Education Fee (Middle School)	15	15	-	-	-	-
Technology Education (LakeView Academy)	30	30	35	35	35	35

ATHLETIC FEES	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Athletic Fee High School ⁽²⁾	\$ 55	\$ 55	\$ 75	\$ 75	\$ 75	\$ 75
Athletic Fee Middle School ⁽³⁾	25	25	50	50	50	50
Hockey Participation Fee	-	-	-	900	900	900

⁽²⁾ Fee per sport, \$10 earmarked for building athletic uniforms, \$150 max per student, \$300 per family

⁽³⁾ Fee per sport, \$5 earmarked for building athletic uniforms, \$100 max per student, \$200 per family

OTHER SCHOOL FEES	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Activity Fee ⁽⁴⁾	\$ 15	\$ 15	\$ 15	\$ 15	\$ 15	\$ 15
Music Activity Fee ⁽⁵⁾	30	30	30	30	30	30
Instrument Usage ⁽⁶⁾	50	50	50	50	50	50
Parking ⁽⁷⁾	50	50	50	50	50	50
After School Program (per day)	5	5	5	-	-	-

⁽⁴⁾ Activity Fee (HS, \$30 max. per student, \$60 max. per family; for debate, forensics, academic decathlon, cheerleading, robotics and other competitive events)

⁽⁵⁾ Music Activity Fee (HS, \$60 max. per student; \$120 max. per family; for jazz ensemble, chamber orchestra, madrigal singers, golden strings, theater and drama)

⁽⁶⁾ Instrument Usage (MS, HS - \$50 max. per student, \$100 max. per family)

⁽⁷⁾ Parking (HS, \$30 for only second semester, students taking classes at multiple buildings will receive complimentary passes with proof of permit from their home school)

SUMMER SCHOOL FEES	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Elementary and Middle Schools	\$ 20	\$ 20	\$ -	\$ -	\$ -	\$ -
High Schools	20	20	-	-	-	-
Gear-Up (MS, HS)	10	10	-	-	-	-

MISCELLANEOUS SCHOOL FEES	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Fines for Lost or Damaged Locks (MS, HS)	\$ 9	\$ 9	\$ 9	\$ 9	\$ 9	\$ 9
Copy of Student Records (per page)	0.50	0.50	0.50	0.50	0.50	0.50
Copy of Student Transcripts	5	5	5	5	5	5
Lost I.D./Library Card (MS/HS)	1.50	1.50	1.50	1.50	1.50	1.50
I.D. Card Lanyard Replacement	0.50	0.50	0.50	0.50	0.50	0.50
Library Fines and Breakage Charges	At Cost					
Students Unable to Pay	Per School Board Policy					

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 1/31/2015

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Fund 10 General Fund

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	36,805,631	36,805,631				27,109,475	27,109,475				
100 Operating Transfers In	0	0		0		926,412	0		926,412	0.00	926,412
200 Local revenues	75,123,756	74,311,273		812,483	98.92	77,871,884	77,145,799		726,085	99.07	77,962,264
300 Interdistrict revenues	350,000	0		350,000	0.00	350,000	0		350,000	0.00	341,003
500 Intermediate revenues	20,383	128		20,254	0.63	39,376	631		38,745	1.60	17,117
600 State aid	157,477,530	59,592,221		97,885,309	37.84	151,616,796	58,012,654		93,604,142	38.26	151,689,893
700 Federal aid	11,757,005	994,365		10,762,640	8.46	10,446,225	981,300		9,464,925	9.39	12,856,960
800 Debt proceeds	0	141,665		-141,665		0	2,473		-2,473		101,256
900 Revenue adjustments	343,673	370,890		-27,217	107.92	648,993	122,637		526,356	18.90	865,260
Total Revenues	245,072,347	135,410,542		109,661,805	55.25	241,899,685	136,265,494		105,634,190	56.33	244,760,164
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	119,322,508	58,901,358		60,421,150	49.36	117,702,061	58,693,833	0	59,008,228	49.87	114,354,156
200 Benefits	57,829,346	26,842,598	4,635	30,982,113	46.42	54,102,041	24,279,417	0	29,822,624	44.88	52,967,826
300 Purchased Services	21,507,814	10,539,887	1,235,739	9,732,189	54.75	22,502,234	9,620,588	1,912,099	10,969,547	51.25	21,540,710
400 Supplies	11,116,360	6,725,726	769,836	3,620,798	67.43	11,201,330	5,881,719	904,847	4,414,764	60.59	10,331,345
500 Capital Outlay	2,096,376	1,164,137	230,457	701,782	66.52	2,143,923	1,179,428	161,577	802,918	62.55	2,379,844
600 Debt Services	326,676	135,215		191,461	41.39	326,676	238,414	17,000	71,262	78.19	307,340
700 Insurance	736,164	508,549	0	227,615	69.08	970,207	549,506		420,701	56.64	653,038
800 Operating Transfers Out	33,065,188	18,363,561		14,701,627	55.54	32,122,752	14,751,041		17,371,711	45.92	32,212,678
900 Other objects	289,317	146,199	3,947	139,171	51.90	828,461	164,030	4,253	660,178	20.31	317,072
Total Expenditures	246,289,749	123,327,230	2,244,613	120,717,906	50.99	241,899,685	115,357,975	2,999,776	123,541,933	48.93	235,064,008
Net Revenue/Expenses	-1,217,403	12,083,312				0	20,907,519				9,696,156
Fund Balance - Ending	35,588,229	48,888,943				27,109,475	48,016,994				36,805,631

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 1/31/2015

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Fund 25 Head Start

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
700 Federal aid	1,989,486	815,176		1,174,310	40.97	1,857,747	787,165		1,070,582	42.37	1,862,632
Total Revenues	1,989,486	815,176		1,174,310	40.97	1,857,747	787,165		1,070,582	42.37	1,862,632
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	1,017,989	537,272		480,717	52.78	908,438	512,537		395,901	56.42	978,180
200 Benefits	784,612	356,432		428,179	45.43	671,766	333,711		338,055	49.68	676,380
300 Purchased Services	93,971	40,714	37,477	15,779	83.21	152,086	27,638	54,406	70,042	53.95	113,828
400 Supplies	63,540	23,080	597	39,864	37.26	119,152	30,760	697	87,695	26.40	85,968
500 Capital Outlay	9,036	4,803		4,233	53.16	0	0		0		1,971
900 Other objects	20,338	150		20,188	0.74	6,305	1,404		4,901	22.27	6,305
Total Expenditures	1,989,486	962,452	38,074	988,960	50.29	1,857,747	906,050	55,103	896,594	51.74	1,862,632
Net Revenue/Expenses	0	-147,276				0	-118,885				0
Fund Balance - Ending	0	-147,276				0	-118,885				0

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 1/31/2015

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Fund 27 Special Education

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
100 Operating Transfers In	32,565,188	17,863,561		14,701,627	54.85	29,371,547	14,751,041		14,620,506	50.22	29,461,473
200 Local revenues	8,000	4,524		3,476	56.55	10,000	4,228		5,772	42.28	7,868
300 Interdistrict revenues	0	0		0		20,000	0		20,000	0.00	0
500 Intermediate revenues	0	0		0		0	0		0		202
600 State aid	10,791,667	4,716,194		6,075,473	43.70	10,390,000	4,881,088		5,508,912	46.98	11,218,167
700 Federal aid	8,593,127	1,373,478		7,219,649	15.98	7,862,072	1,761,643		6,100,429	22.41	4,301,145
Total Revenues	51,957,982	23,957,758		28,000,225	46.11	47,653,619	21,398,000		26,255,619	44.90	44,988,855
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	28,707,551	13,365,348		15,342,202	46.56	27,374,180	13,661,326		13,712,854	49.91	26,927,636
200 Benefits	16,161,520	7,090,143		9,071,377	43.87	14,740,868	6,548,133		8,192,735	44.42	14,310,174
300 Purchased Services	4,619,279	1,988,715	520,941	2,109,623	54.33	3,972,383	1,854,163	416,825	1,701,395	57.17	3,286,156
400 Supplies	1,883,690	141,500	42,350	1,699,841	9.76	1,556,850	166,488	18,134	1,372,228	11.86	324,901
500 Capital Outlay	5,943	16,507	2,202	-12,765	314.80	9,338	8,543	0	795	91.49	10,372
900 Other objects	580,000	3,649	0	576,351	0.63	0	42,585		-42,585		129,616
Total Expenditures	51,957,982	22,605,862	565,493	28,786,628	44.60	47,653,619	22,281,238	434,959	24,937,422	47.67	44,988,855
Net Revenue/Expenses	0	1,351,896				0	-883,237				0
Fund Balance - Ending	0	1,351,896				0	-883,237				0

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 1/31/2015

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Fund 30-39 Debt Services Fund

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	3,278,974	3,278,974				950,971	950,971				
100 Operating Transfers In	500,000	500,000		0	100.00	2,751,205	0		2,751,205	0.00	2,751,205
200 Local revenues	15,021,203	15,019,862		1,341	99.99	16,159,147	16,154,399		4,748	99.97	16,156,284
800 Debt proceeds	0	0		0		6,616,812	6,616,812		0	100.00	6,616,812
900 Revenue adjustments	1,044,705	261,007		783,699	24.98	1,772,817	951,607		821,210	53.68	1,789,219
Total Revenues	16,565,909	15,780,869		785,040	95.26	27,299,981	23,722,818		3,577,164	86.90	27,313,521
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	17,617,572	2,422,574		15,194,999	13.75	24,059,106	9,008,457		15,050,649	37.44	24,059,106
800 Operating Transfers Out	0	0		0		926,412	0		926,412	0.00	926,412
Total Expenditures	17,617,572	2,422,574		15,194,999	13.75	24,985,518	9,008,457		15,977,061	36.05	24,985,518
Net Revenue/Expenses	-1,051,664	13,358,295				2,314,464	14,714,361				2,328,003
Fund Balance - Ending	2,227,310	16,637,269				3,265,435	15,665,332				3,278,974

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 1/31/2015

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Fund 40-49 Capital Project Fund

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	13,490,260	13,490,260				0	0				
200 Local revenues	10,000	13,371	-3,371	133.71		12,000	1,548	10,452	12.90	9,169	
800 Debt proceeds	0	0	0			16,690,000	16,690,000	0	100.00	16,690,000	
Total Revenues	10,000	13,371	-3,371	133.71		16,702,000	16,691,548	10,452	99.94	16,699,169	
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	12,735,000	5,965,483	65,460	6,704,058	47.36	4,350,000	18,359	566	4,331,075	0.44	3,208,908
400 Supplies	0	3,246		-3,246		0	0		0		0
Total Expenditures	12,735,000	5,968,729	65,460	6,700,812	47.38	4,350,000	18,359	566	4,331,075	0.44	3,208,908
Net Revenue/Expenses	-12,725,000	-5,955,358				12,352,000	16,673,189				13,490,260
Fund Balance - Ending	765,260	7,534,902				12,352,000	16,673,189				13,490,260

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 1/31/2015

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Fund 50 Food Service

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	2,763,872	2,763,872				1,646,432	1,646,432				
200 Local revenues	2,647,964	1,024,524		1,623,440	38.69	2,647,589	1,070,089		1,577,500	40.42	2,380,071
600 State aid	140,000	0		140,000	0.00	140,000	0		140,000	0.00	135,136
700 Federal aid	5,680,538	2,000,705		3,679,833	35.22	5,712,411	1,840,646		3,871,765	32.22	5,782,119
900 Revenue adjustments	0	0		0		0	0		0		2,913
Total Revenues	8,468,502	3,025,229		5,443,273	35.72	8,500,000	2,910,735		5,589,265	34.24	8,300,239
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,132,708	1,052,304		1,080,404	49.34	1,991,165	1,009,606		981,559	50.70	2,088,049
200 Benefits	795,474	373,299		422,175	46.93	711,949	343,476		368,472	48.24	731,612
300 Purchased Services	268,275	84,227	138,256	45,793	82.93	268,275	77,617	20,548	170,110	36.59	127,269
400 Supplies	5,047,935	2,049,136	2,566,335	432,463	91.43	5,299,611	1,939,403	2,134,306	1,225,902	76.87	4,096,673
500 Capital Outlay	104,000	690,501	12,261	-598,762	675.73	104,000	5,828	8,668	89,504	13.94	66,735
900 Other objects	120,111	30,972		89,139	25.79	125,000	33,522		91,478	26.82	72,461
Total Expenditures	8,468,502	4,280,439	2,716,852	1,471,210	82.63	8,500,000	3,409,453	2,163,522	2,927,025	65.56	7,182,799
Net Revenue/Expenses	0	-1,255,211				0	-498,718				1,117,440
Fund Balance - Ending	2,763,872	1,508,662				1,646,432	1,147,715				2,763,872

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 1/31/2015

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Fund 60 Student Activity Fund

----- 2015 -----					----- 2014 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	0	0			0	0					
200 Local revenues	0	0	0		0	0	0		0		
Total Revenues	0	0	0		0	0	0		0		
----- 2015 -----					----- 2014 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	0		0		0	61		-61		0
200 Benefits	0	0		0		0	215		-215		0
300 Purchased Services	0	0		0		0	0		0		0
400 Supplies	0	-313,636	24,191	289,445		0	-298,339	37,369	260,970		0
900 Other objects	0	0		0		0	0		0		0
Total Expenditures	0	-313,636	24,191	289,445		0	-298,063	37,369	260,694		0
Net Revenue/Expenses	0	313,636				0	298,063				0
Fund Balance - Ending	0	313,636				0	298,063				0

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 1/31/2015

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Fund 70-79 Trust Funds

----- 2015 -----					----- 2014 -----						
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	11,693,413	11,693,413				8,791,703	8,791,703				
200 Local revenues	18,000	13,190		4,810	73.28	14,000	11,720		2,280	83.72	18,723
900 Revenue adjustments	10,025,000	165,192		9,859,808	1.65	9,986,000	0		9,986,000	0.00	11,642,903
Total Revenues	10,043,000	178,382		9,864,618	1.78	10,000,000	11,720		9,988,280	0.12	11,661,626

----- 2015 -----					----- 2014 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	0	3,776,410	78,621	-3,855,031		0	2,118,971	1,647,974	-3,766,945		5,068,601
300 Purchased Services	0	0		0		0	0		0		701
900 Other objects	9,500,000	0		9,500,000	0.00	9,500,000	0		9,500,000	0.00	3,692,500
Total Expenditures	9,500,000	3,776,410	78,621	5,644,969	40.58	9,500,000	2,118,971	1,647,974	5,733,055	39.65	8,761,802
Net Revenue/Expenses	543,000	-3,598,029				500,000	-2,107,251				2,899,824
Fund Balance - Ending	12,236,413	8,095,385				9,291,703	6,684,452				11,692,067

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 1/31/2015

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Fund 81 Recreation Services Program

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	186,560	186,560				232,729	232,729				
200 Local revenues	420,000	395,251		24,749	94.11	428,000	397,047		30,953	92.77	422,465
Total Revenues	420,000	395,251		24,749	94.11	428,000	397,047		30,953	92.77	422,465
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	312,039	164,004		148,035	52.56	306,779	150,043		156,736	48.91	272,632
200 Benefits	151,828	78,701		73,127	51.84	141,231	69,280		71,952	49.05	141,462
300 Purchased Services	45,400	20,994	5,247	19,159	57.80	45,400	17,424	5,958	22,018	51.50	35,661
400 Supplies	23,959	1,630	171	22,158	7.52	23,959	2,818	120	21,021	12.26	8,690
500 Capital Outlay	7,680	0		7,680	0.00	7,680	7,680	0	0	100.00	7,680
900 Other objects	4,000	857	0	3,143	21.42	4,000	976		3,024	24.40	2,509
Total Expenditures	544,907	266,187	5,418	273,302	49.84	529,050	248,220	6,078	274,751	48.07	468,634
Net Revenue/Expenses	-124,907	129,064				-101,050	148,827				-46,169
Fund Balance - Ending	61,654	315,625				131,679	381,556				186,560

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 1/31/2015

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Fund 82 Athletic Venues

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	5,059	5,059				4,117	4,117				
200 Local revenues	29,125	26,778		2,347	91.94	29,125	14,474		14,651	49.70	22,652
Total Revenues	29,125	26,778		2,347	91.94	29,125	14,474		14,651	49.70	22,652
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	10,000	8,593		1,407	85.93	10,000	5,062		4,938	50.62	12,404
200 Benefits	0	477		-477		0	615		-615		1,486
300 Purchased Services	10,000	6,259		3,741	62.59	10,000	4,055		5,945	40.55	7,153
400 Supplies	380	2,000	0	-1,619	525.88	380	667		-287	175.42	667
Total Expenditures	20,380	17,329	0	3,051	85.03	20,380	10,399		9,981	51.02	21,711
Net Revenue/Expenses	8,745	9,449				8,745	4,075				942
Fund Balance - Ending	13,804	14,508				12,862	8,193				5,059

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 1/31/2015

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Fund 83 Community Services Program

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	1,768,941	1,768,941				1,249,488	1,249,488				
200 Local revenues	1,130,000	1,130,000		0	100.00	1,130,000	1,130,000		0	100.00	1,130,000
900 Revenue adjustments	0	0		0		0	30		-30		30
Total Revenues	1,130,000	1,130,000		0	100.00	1,130,000	1,130,030		-30	100.00	1,130,030
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	239,180	122,287		116,893	51.13	231,013	112,067		118,946	48.51	221,863
200 Benefits	68,460	32,792		35,667	47.90	65,819	27,924		37,896	42.42	62,247
300 Purchased Services	284,373	124,126	142,269	17,978	93.68	293,278	116,057	166,949	10,271	96.50	292,609
400 Supplies	35,446	13,366	14,645	7,435	79.03	34,252	11,726	7,778	14,748	56.94	33,859
500 Capital Outlay	396,932	0		396,932	0.00	396,932	0		396,932	0.00	0
900 Other objects	0	0		0		0	0		0		0
Total Expenditures	1,024,392	292,572	156,915	574,905	43.88	1,021,295	267,774	174,728	578,794	43.33	610,578
Net Revenue/Expenses	105,608	837,428				108,705	862,256				519,452
Fund Balance - Ending	1,874,549	2,606,369				1,358,194	2,111,745				1,768,941

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 1/31/2015

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Fund 85 CLC After School Program

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	72,465	72,465				78,344	78,344				
200 Local revenues	0	0	0			0	4,682	-4,682		6,215	
500 Intermediate revenues	0	350	-350			0	448	-448		3,160	
Total Revenues	0	350	-350			0	5,130	-5,130		9,375	
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	16,400	0		16,400	0.00	16,400	0		16,400	0.00	15,255
Total Expenditures	16,400	0		16,400	0.00	16,400	0		16,400	0.00	15,255
Net Revenue/Expenses	-16,400	350				-16,400	5,130				-5,879
Fund Balance - Ending	56,065	72,814				61,944	83,474				72,465

Kenosha Unified School District No 1

Budget to Actual Comparison Report

2014 - 2015 District Summary Budget

For the Period Ended 1/31/2015

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All Funds

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	70,065,176	70,065,176				40,063,260	40,063,260				
100 Operating Transfers In	33,065,188	18,363,561		14,701,627	55.54	33,049,164	14,751,041		18,298,122	44.63	33,139,089
200 Local revenues	94,408,048	91,938,773		2,469,275	97.38	98,301,744	95,933,987		2,367,757	97.59	98,115,711
300 Interdistrict revenues	350,000	0		350,000	0.00	370,000	0		370,000	0.00	341,003
500 Intermediate revenues	20,383	478		19,905	2.34	39,376	1,079		38,297	2.74	20,480
600 State aid	168,409,197	64,308,415		104,100,782	38.19	162,146,796	62,893,742		99,253,054	38.79	163,043,195
700 Federal aid	28,020,156	5,183,724		22,836,432	18.50	25,878,455	5,370,754		20,507,701	20.75	24,802,856
800 Debt proceeds	0	141,665		-141,665		23,306,812	23,309,285		-2,473	100.01	23,408,067
900 Revenue adjustments	11,413,379	797,089		10,616,290	6.98	12,407,810	1,074,274		11,333,536	8.66	14,300,325
Total Revenues	335,686,350	180,733,705		154,952,646	53.84	355,500,157	203,334,163		152,165,994	57.20	357,170,728

----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	151,741,975	74,151,167		77,590,807	48.87	148,523,636	74,144,535	0	74,379,102	49.92	144,854,920
200 Benefits	75,791,239	38,550,853	83,256	37,157,130	50.97	70,433,674	33,721,742	1,647,974	35,063,959	50.22	73,959,789
300 Purchased Services	39,580,513	18,770,405	2,145,389	18,664,718	52.84	31,610,055	11,735,901	2,577,352	17,296,802	45.28	28,628,249
400 Supplies	18,171,310	8,646,048	3,418,126	6,107,137	66.39	18,235,535	7,735,242	3,103,252	7,397,042	59.44	14,882,103
500 Capital Outlay	2,619,967	1,875,949	244,919	499,100	80.95	2,661,873	1,201,479	170,245	1,290,149	51.53	2,466,601
600 Debt Services	17,944,248	2,557,788		15,386,460	14.25	24,385,782	9,246,871	17,000	15,121,911	37.99	24,366,446
700 Insurance	736,164	508,549	0	227,615	69.08	970,207	549,506		420,701	56.64	653,038
800 Operating Transfers Out	33,065,188	18,363,561		14,701,627	55.54	33,049,164	14,751,041		18,298,122	44.63	33,139,089
900 Other objects	10,513,766	181,827	3,947	10,327,992	1.77	10,463,766	242,517	4,253	10,216,996	2.36	4,220,463
Total Expenditures	350,164,370	163,606,147	5,895,637	180,662,586	48.41	340,333,693	153,328,834	7,520,076	179,484,784	47.26	327,170,699
Net Revenue/Expenses	-14,478,020	17,127,557				15,166,464	50,005,329				30,000,029
Fund Balance - Ending	55,587,156	87,192,733				55,229,724	90,068,589				70,063,829

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A joint meeting of the Kenosha Unified Audit/Budget/Finance and Curriculum/Program Committees chaired by Mr. Wade was called to order at 6:48 P.M. with the following Committee members present: Mr. Flood, Mrs. Marcich, Mr. Aceto, Mr. Holdorf, Mr. Castle, Mrs. Snyder, Ms. Stevens, Mrs. Daghfal, Mrs. Karabetsos, Mrs. Kenefick, Mrs. Santoro, Mrs. Renish-Ratelis, Mrs. Wickersheim, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mr. Bryan, Mr. Kent, Mrs. Dawson, and Mr. Battle were excused. Ms. London, Mr. Belotti, and Mr. Wojciechowicz were absent.

Request to Submit 21st Century Community Learning Center CLC Grant Application for 2015-16 School Year

Mrs. Julie Housaman, Interim Assistant Superintendent of Teaching and Learning, presented the Request to Submit 21st Century Community Learning Center CLC Grant Application for the 2015-2016 School Year. She indicated that Jefferson, Grant and Vernon Elementary Schools were seeking continuation grants and Wilson and Frank Elementary Schools will seek renewal grants in the spring.

Ms. Stevens moved to forward the Request to Submit 21st Century Community Learning Center CLC Grant Application for 2015-16 School Year to the full Board for approval. Mrs. Daghfal seconded the motion. Unanimously approved.

Mary Ashley Charitable Trust

Mrs. Patricia Demos, Community School Relations Coordinator, presented the Mary Ashley Charitable Trust for submission of a one-year grant proposal titled Framework for Healthy Youth Development: Expanding Family Learning and Student Engagement Program. She indicated that if awarded, the funds would be used to further develop and strengthen the comprehensive parent education training program, family interactive learning experiences, student learning opportunities, district Recognition Program, the annual Alcohol, Tobacco and Other Drugs Awareness Student Recognition Brunch and awareness week, and provide safe playground equipment for Brass Community School.

Ms. Stevens moved to forward this one-year grant proposal titled Framework for Healthy Youth Development: Expanding Family Learning and Student Engagement Program in the amount of \$122,000 for submission to the Mary Frost Ashley Charitable Trust to the Board of Education for consideration. Mr. Flood seconded the motion. Unanimously approved.

Future Agenda Items

No future agenda items were noted.

Mrs. Snyder moved to adjourn the meeting. Mr. Aceto seconded the motion. Unanimously approved.

Meeting adjourned at 6:59 P.M.

Stacy Schroeder Busby
School Board Secretary

**Kenosha Unified School District
Kenosha, Wisconsin**

March 10, 2015

Joint Audit/Budget/Finance and Curriculum/Program Standing Committees

HEAD START FEDERAL GRANT REQUEST

Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2015-2016 school year. The funding for this grant is \$1,999,031. The grant is designed to fund the operating costs of the Kenosha Unified School District Head Start Program.

Grant Title

Federal Head Start Grant

Funding Source

U.S. Department of Health and Human Services
Administration for Children and Families

Grant Time Period

July 1, 2015 to June 30, 2016

Purpose

The purpose of the Head Start program is to provide comprehensive services in the areas of health, education, social/emotional development, and parent involvement for low-income preschool children and their families. This grant will service 330 high-risk children who will be three or four years of age on or before September 1, 2015. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards.

Number of Students Served

330 eligible Head Start Students

Relationship to District Plan and Goals

The Head Start approach to school readiness ensures that families have the resources and knowledge to support the development of their children, that children are healthy enough to learn, and that quality instruction is being provided to these children.

Readiness goals are defined as the expectations at children's developmental levels and progress across domains of language, literacy, cognition/general knowledge, approaches to learning, physical health, well-being, motor and social/emotional development. Success in these areas will support each child's readiness for kindergarten.

Fiscal Impact

See attached Fiscal Impact statement.

Changes in Program Service

At this time Head Start is not proposing any changes to current programming or staffing for the coming school year. Funding decisions made at the state and local levels, as well as the ability to meet mandated enrollment numbers at current locations, will impact the grant and may require revisions to current programming prior to the start of the 2015-2016 school year.

Head Start currently serves children and families at:

Head Start Locations 2014-15
Two Sessions (AM and PM)
Bose Elementary School
Brass Community School
Cesar Chavez Learning Station
Edward Bain School of Language and Art – Creative Arts
Frank Elementary School
Jefferson Elementary School
McKinley Elementary School
Wilson Elementary School
Full Day Session
Just Kid Inn Childcare

Evaluation Plan

- The Head Start program meets a community need for the services that it provides. This will be evident through the maintenance of a Head Start waiting list of families that qualify for the program.
- Student outcomes are monitored within the Head Start Child Development and Early Learning Framework in eight developmental domains. The progress of every child is reported to parents/guardians three times during the school year. The outcomes measured are aligned with Wisconsin Model Early Learning Standards and Common Core Standards.
- Semi-annual Program Report to the Policy Council and School Board Semi-annual reports to monitor the program.
- Program Plan Report to the Head Start Region V office in Chicago.
- Head Start monthly reports (HS 22) to the Policy Council and School Board.
- Quarterly calls to the Head Start Region V office in Chicago.
- The Head Start program conducts an annual self-assessment in January to determine strengths and areas that are in need of improvement.
- An annual report is available to the community and all stakeholders providing statistics, services and budget information.

Staff Persons involved in preparation of the grant application:

Belinda Grantham, Director of Pre-school

Lisa KC, Assistant Head Start Director, Chavez Learning Station
Lynda Dower, Family & Community Coordinator
Samantha McGovern, Education and Disabilities Coordinator
Debbie Moran, Policy Council President
Elizabeth Rebollar, Health Coordinator

Administrative Recommendation

Administration recommends that the joint Audit/Budget/Finance and Curriculum/Program Standing Committees forward this report to the full Board for approval of the 2015-2016 Head Start Federal Grant request.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Dr. Floyd Williams
Assistant Superintendent of Elementary
School Leadership

Ms. Belinda Grantham
Director of Early Education

Ms. Lisa KC
Assistant Director Head Start

Fiscal, Facilities and Personnel Impact Statement

Title: Head Start Federal Grant Request

Budget Year: 2015-2016

Department: Early Education

Budget Manager: Belinda Grantham

REQUEST

Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2015-2016 school year. It is designed to fund the program's operations with \$1,999,031.

RATIONALE/ INSTRUCTIONAL FOCUS

This grant serves the social/emotional, academic, and health needs of low-income three and four year old children and their families. Children who qualify must reside within the boundaries of Kenosha Unified School District. The Head Start approach provides the foundation for implementing systemic and integrated comprehensive child development services and family engagement efforts that lead to school readiness for young children and families. This supports stronger attendance rates, academic performance, and higher graduation rates in later years.

IMPACT

This Head Start Grant provides:

- Funding for staffing (teachers and educational support personnel) to serve 330 children within the guidelines of the Head Start Performance Standards.
- Funding for support staff (family service providers, coordinators) for families of Head Start children as specified in the Head Start Performance Standards.
- Utilities and maintenance of the Chavez Learning Station.
- Purchased services and supplies to support Head Start Performance Standards.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$1,034,822.00
200's	Fringes	\$768,726.00
300's	Purchased Services	\$85,000.00
400's	Non-Capital Objects	\$33,316.00
500's	Capital Objects	\$10,000.00
600's	Dues/Fees	\$67,167.00

	TOTAL	\$1,999,031.00
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This is a ☐ one-time or a ☒ recurring expenditure

FUNDING SOURCES

Select Funding Sources:

Head Start Federal Grant

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KENOSHA UNIFIED SCHOOL BOARD
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
February 10, 2015
MINUTES

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mr. Kunich was called to order at 5:55 P.M. with the following Committee members present: Mrs. Snyder, Ms. Burns, Ms. Butler, Mrs. Hamilton, and Mr. Kunich. Dr. Savaglio-Jarvis was also present. Mr. Bryan and Mrs. Stephens were excused. Mrs. Hamilton, Mr. Riley, and Ms. Connor were absent. Mrs. Dahl arrived later.

Approval of Minutes – January 13, 2015 Personnel/Policy

Mr. Kunich indicated that due to the lack of a quorum, the minutes would be voted on at next month's meeting.

Information Items

Mr. Kristopher Keckler, Executive Director of Information Systems, Data Management & Evaluation, gave a PowerPoint presentation pertaining to the School Year 2015-16 Preliminary Enrollment Projections. The topics that he covered were: the change in student membership (2001-2012), the change in free and reduced lunch (2001-2012), number of births and KUSD kindergarten enrollment, and projected enrollments by school. He noted that the projected enrollments are -348 for the 2015-16 school year, -226 for the 2016-17 school year, and -240 for the 2017-18 school year.

Mrs. Dahl arrived at 6:06 P.M.

Mr. Keckler answered questions from committee members.

There were no questions from committee members on the Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations

Approval of Minutes – January 13, 2015 Personnel/Policy

Mr. Kunich indicated that the arrival of Mrs. Dahl created a quorum and that he would accept a motion in regards to the minutes.

Mrs. Dahl moved to approve the minutes as contained in the agenda. Mrs. Butler seconded the motion. Unanimously approved.

Future Agenda Items

There were no future agenda items noted.

Ms. Burns moved to adjourn the meeting. Mrs. Hamilton seconded the motion. Unanimously approved.

Meeting adjourned at 6:13 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District

Kenosha, WI

March 10, 2015

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Castelli	Wanda	Grant Elementary School	Special Education	ESP	02/12/2015	1	\$15.33
Appointment	Whorley	Alexandra	Bradford High School	Special Education Cross Categorical	Instructional	01/29/2015	1	\$39,106.00
Early Retirement	Vergenz	Curtiss	Facility Services	Head Custodian	Service	06/30/2015	1	\$22.59
Early, Early Retirement	Seidl	Julie	Lincoln Middle School	Physical Education	Instructional	06/12/2015	1	\$72,158.00
Resignation	Batassa	Deborah	Whittier Elementary School	Info/Health	ESP	06/12/2015	1	\$15.44
Separation	Thompson	Nathanael	Facility Services	Night Custodian - Second Shift	Service	02/13/2015	1	\$21.32

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**Kenosha Unified School District
Kenosha, Wisconsin**

March 10, 2015

Joint Personnel/Policy & Curriculum/Program Standing Committee Meeting

POLICY 5580—SCHOOL WELLNESS

Policy Development

The Kenosha Unified School District is committed to improving the academic performance of all students. Therefore, and as required by the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants, and Children Reauthorization Act of 2004, School Wellness Policy 5580 was created and approved in spring 2006. According to the Wisconsin Department of Public Instruction, local wellness policies are a key component to creating and maintaining healthier school environments that promote positive behaviors and help children reach their full academic potential. Research continues to demonstrate that healthier students are better learners.

Local Wellness Policy

Given the emerging evidence demonstrating the positive link between nutrition, physical activity, and school performance, an investment in wellness can support academic achievement. The Healthy Hunger-Free Kids Act of 2010 expanded upon previous requirements and includes new provisions that place a greater emphasis on the implementation, evaluation, and transparency of local wellness policies. At a minimum, the local wellness policy (LWP) must:

- Include goals for nutrition education and promotion, physical activity, and other school-based activities to promote student wellness.
- Include nutrition guidelines for all foods available on school campus.
- Permit parents, students, representatives of the School Food Authority, the school board, school administrators, physical education teachers, school health professionals, and the public to participate in the development, implementation, review, and update of the LWP.
- Inform and update the public about the LWP's content and implementation.
- Measure and make an assessment on the extent to which schools are in compliance with the LWP and a description of the progress made in attaining goals of the LWP available to the public.

- Designate one or more school officials to ensure that each school complies with the LWP.

WELLNESS POLICY COMMITTEE

To meet the requirement of having school and community representation, an invitation was sent to schools in February 2012 seeking individuals to serve on the wellness policy committee. The committee consisted of the following members:

- Cindy Gossett, Cochair
Director of Food Service
- Mark Hinterberg, Cochair
Coordinator of Social Studies/Career and Technical Education
- Steven Knecht, Cochair
Coordinator of Athletics, Activities, Health, Physical Education, and Recreation
- Patricia Bytnar
Teacher, Bradford High School
- Emily Collins
Student Dietitian, Mount Mary College
- Chad Dahlk
Principal, Lance Middle School
- Joe Fanning
Retired teacher, Tremper High School
- Curtis Goettge
Teacher, Tremper High School
- Kyle Lovell
Former student, Bradford High School
- Doreen Perri
School Nurse, Indian Trail High School and Academy
- Karen Redalin
Teacher, Tremper High School
- Judy Vanderford
Teacher, Forest Park Elementary School and Jefferson Elementary School

- Kathy Walsh
Principal, Jefferson Elementary School

The committee did not take action in 2012 because of the anticipated 2013 release and July 1, 2014, implementation of the Nutrition Standards for All Foods Sold in Schools, also known as Smart Snacks in Schools.

Since the Smart Snacks in Schools standards were released and implemented, the committee has finalized recommendations to the School Wellness Policy. The revised policy is provided in Appendix A.

Recommendation

Administration, along with the wellness policy committee recommends that the Curriculum/Program and Personnel/Policy Standing Committees forward the updated School Wellness Policy and Rule 5580 to the school board for consideration of a first and second reading.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Interim Assistant Superintendent of Teaching and Learning

Mr. Patrick Finnemore
Director of Facilities

Mr. Mark Hinterberg
Coordinator of Social Studies/Career and Technical Education

Mr. Steven Knecht
Coordinator of Athletics, Activities, Health, Physical Education, and Recreation

Ms. Cindy Gossett, RD
Director of Food Services

POLICY 5580
SCHOOL WELLNESS

The district promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of their students. ~~Improving~~ **Improvement in** health optimizes student performance potential and ensures that no child is left behind.

It is the district's intention to help students learn and participate in positive dietary and lifestyle practices; and to provide a school environment that supports these efforts.

- All students will learn about and participate in activities that promote cardiovascular fitness. Physical activity will be included in a school's daily education program from ~~grades K-12~~ **kindergarten through twelfth grade**. Physical activity should include regular instructional physical education classes, co-curricular activities, and recess.
- The curriculum will empower students with the knowledge, attitudes, and skills for lifelong healthy eating habits.
- All students will be encouraged to have breakfast,—either at home or at school,—in order to meet their nutritional needs and enhance their ability to learn.
- The **Office of fFood sService department** will promote healthy meals and meal alternatives by ensuring that all meals offered through the National School Breakfast **Program** and **the National School Lunch Programs** meet and follow all **United States Department of Agriculture (USDA)** requirements applicable to the schools, including established nutritional standards.
- School administrative personnel, with the assistance and support of ~~fFood sServices~~ personnel, will provide a positive environment in school cafeterias by giving **an** adequate amount of time for students to eat school meals.,~~and will schedule lunch periods in a reasonable manner.~~
- The schools will promote healthy food and beverage choices for students in all venues where food and beverages are served or sold in accordance with **the Healthy Hunger-Free Kids Act of 2010**. ~~District nutrition guidelines.~~

The efforts to promote wellness, good nutrition, and physical activity are the shared responsibilities of all district employees. In keeping with the spirit of this policy, the district shall maintain a Wellness Committee to annually **evaluate, update, and communicate any changes.** ~~review the policy and its implementation and to ensure compliance with it.~~

LEGAL REF.: Wisconsin Statutes Sections 118.0 {(Instructional program goals)}

118.12 {(Sales of goods at schools)}

118.33(1) {(Graduation requirements; [including health and physical education credits])}

120.13 {(Board power to do all things reasonable for the cause of education)}

121.02(1) {(School district standards; [including health and physical education])}

Child Nutrition and WIC Reauthorization Act of 2004 {(School wellness policy and child nutrition program requirements)}

Healthy Hunger-Free Kids Act of 2010

- Policy 1211, Use of Students in Public Information Program
- Policy 1212, Provision of Printed Material in Non-English Version
- Policy 1500, Public Solicitations/Fundraising Involving the Schools
- Policy 1510, Advertising/Promotions in the Schools
- Policy 3422, Exclusivity Contracts with Vendors
- Policy 3520, School Nutrition Programs
- Policy 3522, Milk Program
- Policy 3523, Vending Machines for Food Items
- Policy 4370, Staff Development Opportunities
- Policy 6100, ~~District Vision~~ **Mission, Principles, Goals, Results**
- ~~Policy 6110, Instructional Program Mission and Beliefs~~
- Policy 6300, Curriculum Development and Improvement
- Policy 6456, Graduation Requirements
- Policy 6700, Extracurricular Activities and Programs
- Policy 6740, Student Fundraising Activities
- Policy 6770, Interscholastic Athletics
- Board-Adopted Academic Standards
- District's Lifelong Learning Standards and Benchmarks

AFFIRMED: April 24, 2006

REVISED: April 27, 2015

RULE 5580
SCHOOL WELLNESS

A. Promoting Healthy Habits and Activities—The **Office of Food Services and the Office of Teaching and Learning** ~~following departments~~ will work together in creating and maintaining an environment that supports and teaches healthy nutritional habits for district students: ~~Food Services, Health and Physical Education, Family and Consumer Sciences, and Business and Information Technology.~~

1. In addition to carrying out responsibilities as outlined in board policy and elsewhere in these procedures, the **Office of Food Services Department** will share information about the nutritional content of meals with parents/guardians and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.
2. Physical Education Curriculum—A quality physical education program is an essential component of the district's wellness activities. Physical activity provides an opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits entice students to continue participation in physical activities throughout their lifetimes. Elementary children derive pleasure from movement sensation and experience different challenges as they sense a growing competence in their movement ability. At the middle level, participation in physical activity provides important opportunities for challenges, social interaction and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenges as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits, students will have the knowledge base to actively pursue lifelong physical activities that meet their own needs.
3. Health **and Nutrition** Education Curriculum **goals for grades 1 through 12 include the following:** ~~Some of the topics covered will include the following:~~
 - **a. Eating habits**
 - **b. Nutrients**
 - **c. Dietary guidelines**
 - **d. Food Guide Pyramid-My Plate**
 - **e. Serving Portion sizes**
 - **f. Product labeling**
 - **g. Body awareness**
 - **h. Eating disorders**
 - **i. Alternative dieting**
 - **j. Diet supplements**
 - **k. Food safety**
 - **l. Food allergies**
 - **m. Food sensitivities**

RULE 5580
SCHOOL WELLNESS
Page 2

4. The Family and Consumer Sciences Curriculum will support the philosophy that lifelong quality of life is dependent on students having the knowledge of nutrition and food needs for all age groups. Since the family is responsible for meeting food needs, students must understand the effects of technology on food, current health problems related to diet, and the social and cultural influence on food and resources.
 5. **Schools will use nonfood items as rewards for academic performance or good behavior for individuals or classrooms.**
 6. **Schools will not use food or any restrictions of foods as a consequence for negative student behavior or academic performance.**
 7. **Schools will promote positive nutrition and healthy behavior by:**
 - a. **Displaying resource posters (e.g., Wisconsin Milk Marketing Board, My Plate, Fuel Up for 60);**
 - b. **Displaying student artwork promoting positive nutritional and healthy behavior in the classrooms, hallways, and/or school cafeterias; and**
 - c. **Participating in taste testing of unfamiliar foods (e.g., Taste Test Tuesday, Fresh Fruit and Vegetable Grant).**
 8. ~~The Business and Information Technology Department (school stores) will support the district's wellness policy by complying with the~~ **Nutrition Standards for All Foods Sold in Schools (also known as the Smart Snack Rules).** ~~district's nutrition guidelines for other foods and beverages sold as outlined below and by promoting wellness activities according to the following timeline:~~
 - a. ~~Year 2005 – 2006 – Promote a wellness week one to two times during the school year.~~
 - b. ~~Year 2007 – 2008 – Promote a wellness week two to three times during the school year.~~
 - c. ~~Year 2009 – Promote a wellness week four times during the school year.~~
- B. Breakfast——To ensure that all children have breakfast,——either at home or at school,——in order to meet their nutritional needs and enhance their ability to learn, **schools will:**

POLICY 5580
SCHOOL WELLNESS
Page 3

1. ~~Schools will, to the extent possible, o~~Operate the **National** School Breakfast Program.
 2. ~~Schools will, to the extent possible, a~~Arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfast, or breakfast during morning break or recess **to the extent possible.**
 3. ~~Schools that serve breakfast to students will n~~otify parents/guardians and students of the availability of the **National** School Breakfast Program.
 4. Schools will ~~encourage parents/guardians to provide a healthy breakfast for their children through newsletter articles, take-home materials or other means, or to participate in the School Breakfast Program~~ **utilize newsletter articles, take-home materials, or other means to encourage parents/guardians to provide a healthy breakfast for their children at home or through the National School Breakfast Program.**
- C. Nutritional quality of foods and beverages sold and served through the School Meals Programs
1. School Meals— —Meals served through the National School Lunch and Breakfast Programs will:
 - a. Meet, at a minimum, nutrition requirements established by state and federal statutes and regulations. Foods from reimbursable meals will, over the course of five days, derive no more than 30% **percent** of their total calories from fat and less than 10% **percent** of their total calories from saturated fats. Foods from reimbursable meals will provide one-third **of** the recommended dietary allowances (RDA) for lunch and one-fourth **of** the RDA for breakfast.
 - b. Offer a variety of fruits and vegetables daily with at least two fresh fruits and one fresh vegetable offered per week.
 - c. Serve only low-fat (1%**percent**) and fat-free milk and nutritionally equivalent non-dairy alternatives (to be defined by **the** USDA).
 - d. Ensure that ~~75%~~**100 percent** of the served grains are whole grain.

**RULE 5580
SCHOOL WELLNESS
Page 4**

2. Foods and ~~B~~beverages ~~S~~old ~~i~~ndividually (i.e., foods sold outside of reimbursable school meals, such as through cafeteria a la carte [snack] lines) **will comply with the Nutrition Standards for All Foods Sold in School, also known as the Smart Snack Rules**

- ~~a. Ala carte food items sold through the Food Service Department at the middle school level will:~~

- ~~(1) Meet the following nutritional and portion standards:~~

- ~~- more than 35% of total calories from fat (excluding nuts and seeds)~~
- ~~- more than 10% of total calories from saturated fat.~~
- ~~- more than 35% of total weight composed of added sugar.~~

- ~~(2) Offer single/regular size portions rather than over size portions based on the following guidelines:~~

Snacks and Sweets	1.25 oz
(Chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruits)	
Cookies/Cereal Bars	2.0 oz
Bakery Items (pastries, muffins)	3 oz
Frozen Desserts, ice cream	3 oz
Yogurt	8 oz
Beverages (no limit on water)	12 oz

- ~~b. Ala carte food items sold through the Food Service Department at the high school level will follow the same nutrition guidelines as the District's Marketing Labs.~~

~~D. Nutrition guidelines for other foods and beverages sold~~

~~1. Business and Information Technology Department (School Stores)~~

- ~~a. Year 2005 – 2006~~

- ~~(1) Provide customers with beverage options of 70% carbonated and 30% non-carbonated.~~
- ~~(2) Provide customers with snack item options of 80% traditional snack items and 20% healthy snack items.~~

- ~~b. Year 2007 – 2008~~

- ~~(1) Provide customers with beverage options of 60% carbonated and 40% non-carbonated.~~

**RULE 5580
SCHOOL WELLNESS
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- ~~(2) Provide customers with snack item options of 70% traditional snack items and 30% healthy snack items.~~
 - e. ~~Year 2009~~
 - ~~(1) Provide customers with beverage options of 50% carbonated and 50% non-carbonated.~~
 - ~~(2) Provide customers with snack item options of 60% traditional snack items and 40% healthy snack items.~~
- 2. Fundraising activities and concessions

~~The following recommendations are made to promote healthy choices for students related to fundraising activities and concessions supported by the schools:~~

 - a. All fundraising activities require administrative approval. **Fundraising during school hours will comply with the Nutrition Standards for All Foods Sold in Schools, also known as Smart Snack Rules (located on the Kenosha Unified School District website).** ~~Some healthy food choices should be included whenever food and beverages are sold that raise funds for the school.~~
 - b. Organizations operating concessions at school functions should include at least some healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.
 - c. Booster clubs should be inserviced on ~~the need for~~ the sale of nutrient dense foods (i.e., whole grains, fresh fruits and vegetables).
- 3. Vending machines

Items sold through vending machines will comply with the Nutrition Standards for All Foods Sold in Schools, also known as the Smart Snack Rules

- a. ~~Beverages:~~
 - ~~(1) Provide only bottled water, milk and 100 percent juice to elementary school students.~~
 - ~~(2) Provide nutritious and/or lower calorie beverages to middle school students such as bottled water, milk, 100 percent juice, sports drinks, no-calorie soft drinks and low-calorie drinks. No full-calorie soft drinks or full-calorie juice drinks with five percent or less juice will be provided until after the instructional day.~~

RULE 5580
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Page 6

- ~~(3) Provide a variety of beverage choices to high school students such as bottled water, milk, 100 percent juice, sports drinks and juice drinks. No more than 50 percent of each vending selection will be full calorie soft drinks or full calorie juice drinks with five percent or less juice.~~
- b. ~~Candy/food:~~
 - ~~(1) No vending selection will be accessible to elementary school students~~
 - ~~(2) Vending selection will be accessible to student at the middle school only at the end of the instructional day.~~
 - ~~(3) A variety of snack choices will be provided to high school students such as dried fruits like raisins, banana chips, etc., trail mix, low sodium crackers, baked chips, low fat muffins, granola bars, power bars. No more than 50 percent of each vending selection will have more than 7 grams of fat per serving or more than 10 percent of its total calories derived from saturated fat.~~

E. Wellness Committee

1. The district's Wellness Committee shall consist of the following members: **E**coordinator of **athletics, activities, H**health, and **P**physical **E**ducation, and **recreation** (**E**co-chair), **D**irector of **F**ood **S**ervices (**E**co-chair), staff members (**e.g.**, school nurse, **and** physical education and marketing education teachers), parent representatives, and student representatives.
2. The Wellness Committee will monitor implementation of the district's wellness policy, evaluate policy progress, serve as a resource to school sites and revisit the policy as **necessary annually**.
3. The Wellness Committee will meet at least ~~one~~ **three** times per year.

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A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Snyder was called to order at 7:03 P.M. with the following Committee members present: Ms. Stevens, Mr. Wade, Mrs. Daghfal, Mrs. Karabetsos, Mrs. Kenefick, Mrs. Santoro, Mrs. Renish-Ratelis, Mrs. Wickersheim, Mr. Wojciechowicz, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mr. Belotti was absent.

Approval of Minutes – January 13, 2015 Curriculum/Program

Mr. Wade moved to approve the minutes as presented. Mrs. Daghfal seconded the motion. Unanimously approved.

Information Items

Ms. Belinda Grantham, Director of Early Education, presented the Head Start Semi-Annual Report. She indicated that the information is being provided for informational purposes to ensure community and School Board awareness of the progress of the Head Start Program. Head Start is defined as a program that works with the most identified at-risk 3 and 4 year old children and their families. The program serves 389 enrolled children; however, since the consolidation of the sites and services in August 2014, the mandated enrollment number has yet to be reached. An action plan has been developed to address this concern and will continue to be monitored. She noted that the comparison of Pre-K PALS data for the 2013-14 school year and for fall 2014-15 school year shows that four year old Head Start children score below their non-Head Start peers in both the fall and the spring PALS assessments. Growth that narrows the gap occurs during their four year old year experience but the gap is not fully closed by the end of the school year. Mrs. Grantham answered questions from committee members.

Mrs. Julie Housaman, Interim Assistant Superintendent of Teaching and Learning, presented the Talent Development Program Update. She indicated that the Talent Development Advisory Committee, composed of over 40 parents, teachers, administrators and community members, was formed in October 2014 with the charge of reviewing the District's Talent Development Long-Range Plan. The committee, after reviewing state statutes, DPI programming recommendations and district policy, determined that there were several portions of the Talent Development Plan that were not completed and/or no longer valid. They also prioritized the top areas from the Gap Analysis Chart to identify four areas that need future study and action. The Committee has identified the following tasks as their next steps: 1) research best practices in the field of gifted education, 2) review gifted education plans of comparable school districts—both in the state of Wisconsin and across the nation, and 3) make recommendations for modification to the existing 2006 long range plan. By fall 2015, the Coordinator of Talent Development will complete a report to the Curriculum/Program Standing Committee on the progress of the revisions to the plan.

Dr. Bethany Ormseth, Assistant Superintendent of Secondary School Leadership, provided a PowerPoint presentation in response to the Proposal from School Board Member Kyle Flood Regarding School Board Policy 6456 – Graduation Requirements. The topics covered in the presentation were Policy 6456 – Graduation Requirements, cost of an eight period day or a seven period day, credit increase within seven period day, sample schedules, addition of one required World Language credit, PE credit for sports participation, impact of raising GPA, SAT/ACT, and recommending next steps.

Dr. Ormseth and Mr. Flood answered questions from committee members.

There was discussion regarding the on-line high school graduation requirement and the need for it to be better communicated to counsellors, students, and parents.

Mr. Flood indicated that he is not proposing an eight period day, that he is not recommending that his suggested changes be implemented in one year, and that he is flexible on some his recommendations. However, he indicated that he was staying firm on the removal of the on-line high school graduation requirement, restoring the requirement of four credits for math, science, and social studies, and the option for student athletes to receive a ½ credit of P.E. for every 60 hours of a school sponsored sport that they are involved in.

Future Agenda Items

Mrs. Renish-Ratelis requested information defining the on-line high school graduation requirement.

Mrs. Renish-Ratelis received confirmation that the Science Standards Update would be brought to the committee in May.

Mr. Keckler indicated that he would have an ACT Aspire Update in March.

Mrs. Housaman indicated that she would be bringing an AASL (American Association of School Librarians) Update and an ISTE (International Society for Technology in Education) Update.

Mrs. Renish-Ratelis moved to adjourn the meeting. Ms. Stevens seconded the motion. Unanimously approved.

Meeting adjourned at 8:44 P.M.

Stacy Schroeder Busby
School Board Secretary

**KENOSHA UNIFIED SCHOOL DISTRICT
KENOSHA, WI**

**MARCH 10, 2015
CURRICULUM/PROGRAM STANDING COMMITTEE**

NEW COURSE PROPOSAL: AP COMPUTER SCIENCE A

Background

The College Board, the organization that administers the Advanced Placement (AP) program to promote college and career readiness, offers a career and technical education course currently not available in Kenosha Unified School District. The AP Computer Science A course, recently revised for 2014-15, is an introductory course, popular in many other school districts, for students who wish to pursue a career in computer sciences or mathematics. Students at Lakeview Technology Academy have expressed interest in this course.

Course Change Proposal

In order to implement this additional course in the 2015-2016 school year, the Department of Teaching and Learning is proposing, for Board of Education approval, the course addition form. The form is attached in appendix A. The attached form is completed in full and explains the rationale for the new course addition. It will also provide a description of the course, course standards, and a sample pacing guide.

The following table shows the available Advanced Placement courses in the Career and Technical Education area.

Current AP Course Opportunities	Proposed AP Course Addition
None	AP Computer Science A

Appendix A: Course/Program Change Proposal form for the High School Advanced Placement Computer Science A course, the College Board overview and course description and a sample course syllabus from the College Board.

Recommendation

Administration recommends that the Curriculum/Program Standing Committee forward the proposal for the addition of the Advanced Placement Computer Science A course to the full School Board for consideration.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. David Tuttle
Coordinator of Talent Development

Ms. Julie Housaman
Interim Assistant Superintendent
of Teaching and Learning

Ms. Marsha Nelson
Interim Coordinator of Career and Technical
Education

Mr. William R. Hittman
Principal/Director, Lakeview Technology Academy

Appendix A

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated: 12/ 24/ 2014

Name: William R. Hittman

Department & School: Career & Technology Education Department & LakeView Technology Academy

Proposed or Removed Course Name: Advanced Placement Computer Science-A

☒ X New Course ☐ New Name Length: ☐ Quarter Credits: ☐ ½ Credit
☐ Removal/Replacement of Course ☒ 2 Semester ☒ X 1 Credit

Recommended Prerequisites (if any): Algebra I / Teacher Recommendation

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
(If this is a course removal, only fill out this section.)

AP Computer Science A supports the mission of Kenosha Unified School District and LakeView to prepare students for the workforce needs of now and the future. America's greatest workforce need is in the area of S.T.E.M. and Computer Science/Mathematics is at the very top of that need. America needs 1.3 million highly trained and educated new and replacement workers per year in the area of Computer Science/Mathematics. This projection by the United States Department of Labor runs from 2012 thru 2022. At the present time we have only 40% of those trained and educated workers in the preparation pipeline. This course will give our students a head start on virtually all Computer Science/Mathematics preparation programs. If approved for implementation during the 2015/2016 school year, the staff and facilities are already in place.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

Advanced Placement Computer Science A, is an introductory course in the systematic study of computing systems and computation. The body of knowledge resulting from this discipline contains theories for understanding computing systems and methods; design methodology, algorithms, and tools; methods of the testing of concepts; methods of analysis and verifications; and knowledge representation and implementation.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Students will be able to:

- *design, implement, and analyze solutions to problems
- *use and implement commonly used algorithms
- *use standard data structures
- *develop and select appropriate algorithms and data structures to solve new problems
- *write solutions fluently in an objective-oriented paradigm
- *write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

<u>Unit (weeks)</u>	<u>Title, Topics, and Student Objectives</u>
---------------------	--

1-(0-3)	<u>Karel J Robot</u>
---------	----------------------

Topics:

- *Objects
- *Classes
- *Looping
- *Conditionals

Objectives:

- *Write and use simple classes with Karel J Robot
- *Learn and apply the basics of conditionals and looping

2-(4)	<u>Java Basics</u>
-------	--------------------

Topics:

- *Java Basics
- *Using the compiler
- *Input and output

Objectives:

- *Understand terminology- compiler, IDE, JVM
- *Edit, compile, and run a simple program in Java
- *Understand by identifying the different compile time errors, routine errors, and logic errors
- *Use Buffered Reader for input

*Use output with (System.out) and format output to look nice

3-(5) Defining Variables, Arithmetic Expressions

Topics:

*Using and understanding variables

*Comments

*Arithmetic expressions in Java programs

Objectives:

*Understand terminology: comments, variables, constants, reserved words, literals

*Declare and initialize variables and constants in Java

*Understand by applying mathematical expressions in Java and their precedence

*Use casting to make their data more accurate

*Use the assignment operator correctly

4-(6-7) Introduction to Classes and OOP

Topics:

*Creating and using classes

Objectives:

*Understand terminology: constructor, accessor, mutator, instance variable, and more

*Understand the difference between public and private access in a class

*Use and comprehend the DecimalFormat class and the Random class

*Write classes from scratch

5-(8-12) Conditionals and Looping

Topics:

*if, if-else, while, for

Objectives:

*Understand terminology: control statements, counter, infinite loop, iteration, nested loops, logical operator, truth tables

*Construct syntactically correct loops and conditional statements

- *understand the different errors that may occur with loops
- *Use logical operators to make programs more robust
- *Construct truth tables

6-(13-14)

The String Class

Topic:

- *String class

Objectives:

- *Instantiate String objects
- *Understand and know that Strings are immutable
- *Use appropriate String methods to solve problems

7-(15-17)

Array List

Topic:

- *Using Array List class

Objective:

- *Use the Array List methods

8-(18)

Arrays

Topics:

- *Declaring and initializing arrays
- *Manipulating arrays with loops
- *Creating parallel arrays

Objectives:

- *Understanding terminology: array, element, index, logical size, physical size, parallel arrays
- *Declare one-dimensional arrays in Java
- *Use initializer lists when declaring arrays
- *Manipulate arrays using loops and array indices
- *Use the physical and logical size of an array together to guarantee they do not go beyond the bounds of their array
- *Understand how parallel arrays can be useful when processing certain types of data
- *Work with arrays of primitive data types as well as arrays of objects

9-(19-21)

Searching and Sorting Arrays

Topics:

*Bubble, Selection, Insertion sorts

*Sequence and Binary searches

Objectives:

*Write a method for searching an array

*Perform insertions and deletions at given positions in arrays

*Trace through sorting and searching algorithms

*Understand the algorithms behind each of the following searching and sorting

techniques: bubble, selection, insertion sorts, sequential search, and binary search

*understand the efficiency of each sort and search and when it is desirable to use each one

10-(22-24)

MBS (chapters 1-3)

Topics:

*Experimenting with a large program

*Using classes

*Modifying classes

Objectives:

*Run the case study and analyze output

*Experiment with the Simulation

*Understand the Fish Class, Simulation Class, and the Environment Interface

*Modify the Fish Class

11-(25-27)

More on Classes, Inheritance, Interfaces

Topics:

*Classes

*Inheritance

*Abstract classes

*Interfaces

Objectives:

- *Demonstrate inheritance by extending the class
- *Understand polymorphism and how when it is appropriate to override methods in a super class
- *Create and extend an abstract class
- *Implement an interface

12-(28-29) MBS (chapter-4)

Topic:

- *Inheritance

Objective:

- *Use inheritance to extend the Fish Class

13-(30-31) Recursion (and Merge Sort)

Topics:

- *Recursion
- *Merge Sort

Objectives:

- *Create a recursive method to solve a problem
- *understand the difference between recursive and iterative solutions to a problem
- *Understand and use the Merge Sort

14-(32-36) Review

Topic:

- *Review AP Computer Science A topics

Objective:

- *Prepare for the AP Computer Science A Exam by reviewing material and taking the Practice

Exam

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff \$ 13,000 approx. _____
 (GTC contracted service)- paid by _____
Career and Technical Education budget

c. Supplementary \$ 1,500 AP Training _____
 covered by Gateway Technical College _____

b. Textbooks/kits \$ 4,300 (approx..) _____
Paid by Teaching & Learning Funds

d. Facilities/Space \$ 0.00 _____

Approvals:

Name(s)

Date

Department head & Principal

_____ / _____

Building Review Committee

District Review Committee

Central Office

Revised 2/14/14

About the Advanced Placement Program[®] (AP[®])

The Advanced Placement Program[®] enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP[®] Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

AP Computer Science Program

The AP Program currently offers AP Computer Science A. AP Computer Science Principles is currently in development. Computer science embraces problem solving, hardware, algorithms, and perspectives that help people utilize computers to address real-world problems in contemporary life. The courses underscore the importance of communicating solutions appropriately and in ways that are relevant to current societal needs. AP Computer Science courses can help address traditional issues of equity, access, and broadening participation in computing while providing a strong and engaging introduction to fundamental areas of the discipline.

AP Computer Science A Course Overview

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

PREREQUISITE

Students should have knowledge of basic English and algebra. Students should be comfortable with functions and the concepts found in the uses of function notation, such as $f(x) = x + 2$ and $f(x) = g(h(x))$. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course.

Lab Requirements

The AP Computer Science A course must include a minimum of 20 hours of hands-on structured lab experiences to engage students in individual or group problem solving. Thus, each AP Computer Science A course must include a substantial laboratory component in which students design solutions to problems, express their solutions precisely (e.g., in the Java programming language), test their solutions, identify and correct errors (when mistakes occur), and compare possible solutions.

Computer Language

The AP Computer Science A course requires that solutions of problems be written in the Java programming language. Because the Java programming language is extensive with far more features than could be covered in a single introductory course, the AP Computer Science A Exam covers a subset of Java. The AP Java subset can be found in Appendix A of the Course Description.

Goals of AP Computer Science A

Students should be able to

- Design, implement, and analyze solutions to problems;
- Use and implement commonly used algorithms;
- Develop and select appropriate algorithms and data structures to solve new problems;
- Write solutions fluently in an object-oriented paradigm;
- Write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset;
- Read and understand programs consisting of several classes and interacting objects;
- Read and understand a description of the design and development process leading to such a program; and
- Understand the ethical and social implications of computer use.

Topic Outline for AP Computer Science A**I. Object-Oriented Program Design****A. Program and class design****II. Program Implementation****A. Implementation techniques****B. Programming constructs****C. Java library classes and interfaces included in the AP Java Subset****III. Program Analysis****A. Testing****B. Debugging****C. Runtime exceptions****D. Program correctness****E. Algorithm analysis****F. Numerical representations of integers****IV. Standard Data Structures****A. Primitive data types (int, boolean, double)****B. Strings****C. Classes****D. Lists****E. Arrays (1-dimensional and 2-dimensional)****V. Standard Operations and Algorithms****A. Operations on data structures****B. Searching****C. Sorting****VI. Computing in Context****A. System reliability****B. Privacy****C. Legal issues and intellectual property****D. Social and ethical ramifications of computer use**

AP Computer Science A Exam Structure

AP COMPUTER SCIENCE A EXAM: 3 HOURS

Assessment Overview

All code on the AP Computer Science A Exam is consistent with the AP Java subset that can be found in Appendix A of the Course Description. All questions involving code should be answered in Java. Students are not tested on minor points of syntax.

Format of Assessment

Section I: Multiple Choice | 40 Questions | 75 Minutes | 50% of Exam Score

- Discrete Questions

Section II: Free Response | 4 Questions | 105 Minutes | 50% of Exam Score

- Short Answer (each requiring Java programming language)

AP COMPUTER SCIENCE A SAMPLE EXAM QUESTIONS

Sample Multiple-Choice Question

A car dealership needs a program to store information about the cars for sale. For each car, they want to keep track of the following information: number of doors (2 or 4), whether the car has air-conditioning, and its average number of miles per gallon. Which of the following is the best object-oriented program design?

- (a) Use one class, `Car`, with three instance variables: `int numDoors`, `boolean hasAir`, and `milesPerGallon`.
- (b) Use four unrelated classes: `Car`, `Doors`, `AirConditioning`, and `MilesPerGallon`.
- (c) Use a class `Car` with three subclasses: `Doors`, `AirConditioning`, and `MilesPerGallon`.
- (d) Use a class `Car`, with a subclass `Doors`, with a subclass `AirConditioning`, with a subclass `MilesPerGallon`.
- (e) Use three classes: `Doors`, `AirConditioning`, and `MilesPerGallon`, each with a subclass `Car`.

Correct Answer: A

Sample Free-Response Question: Experimental Design

A travel agency maintains a list of information about airline flights. Flight information includes a departure time and an arrival time. You may assume that the two times occur on the same day. These times are represented by objects of the `Time` class.

The declaration for the `Time` class is shown below. It includes a method `minutesUntil`, which returns the difference (in minutes) between the current `Time` object and another `Time` object.

Students are provided with a scenario and part of the program to solve that scenario. They are then asked to complete a method in that program so that the program can calculate the duration of flights.



Curricular Requirements	Page(s)
CR1 The course teaches students to design and implement computer-based solutions to problems.	2, 3, 4
CR2a The course teaches students to use and implement commonly used algorithms.	4
CR2b The course teaches students to use commonly used data structures.	4
CR3 The course teaches students to select appropriate algorithms and data structures to solve problems.	4, 5
CR4 The course teaches students to code fluently in an object-oriented paradigm using the programming language Java.	3, 4
CR5 The course teaches students to use elements of the standard Java library from the AP Java subset in Appendix A of the AP Computer Science A Course Description.	1, 2, 4
CR6 The course includes a structured lab component comprised of a minimum of 20 hours of hands-on lab experiences.	1
CR7 The course teaches students to recognize the ethical and social implications of computer use.	3

Course Overview

Computer Facilities

Our classroom is also our lab—we find this to be very conducive to learning. We have our computers around the outside of the room, with the center set up in a traditional classroom fashion. Our lab and the labs around campus are managed and maintained by a full-time tech staff. They save us countless hours and ensure that we are up and running 100 percent of the time. This course is on a tight schedule; any downtime during lab is extremely detrimental to student learning, as a minimum of 20 hours of course time is dedicated to hands-on labs. **[CR6]**

CR6— The course includes a structured lab component comprised of a minimum of 20 hours of hands-on lab experiences.

Texts

Bergin, Joseph, et al. *Karel J. Robot: A Gentle Introduction to the Art of Object-Oriented Programming Using Java*. Copyright Joseph Bergin.

<http://csis.pace.edu/~bergin/KarelJava2ed/Karel++JavaEdition.html>

Litvin, Maria and Litvin, Gary. *Java Methods: Object-Oriented Programming and Data Structures, Second AP Edition*. Skylight Publishing, 2011.

<http://www.skylit.com>

Course Outline

Unit 1

Introduction to the principle concepts in computer science using Karel J. Robot.

Objectives/Topics To Be Covered

- Computer lab, accounts, and an IDE
- Object-oriented programming and top-down design/refinement of individual tasks
- Basic class structure including instance variables, local variables, parameter passing, scope, public/private visibility, use of super
- Sequence, selection, and iteration
- Recursion
- Inheritance and polymorphism, overriding methods
- `java.lang.Math.random()` **[CR5]**
- Analyze, design, code, and test software
- Error categorization/correction

CR5— The course teaches students to use elements of the standard Java library from the AP Java subset in Appendix A of the AP Computer Science A Course Description.

Teaching Strategies

I teach computer science concepts so that students have immediate visual feedback—at least in the beginning. They will truly understand what they have done right and wrong because they can see it. Students should not lose sight of computer science as they examine the details of the computer language. This undertaking is not too difficult since algorithms that solve a variety of robot tasks are both plentiful and provocative, as are the topics of study associated with them. I place emphasis on having creativity and imagination be their guides. My goal for students is to enjoy computer science at the level that it is most inspiring—the conceptual level.

References/Readings

Karel J. Robot and many other related ideas at the author's site.
<http://csis.pace.edu/~bergin/KarelJava2ed/Karel++JavaEdition.html>

Java Methods, selected readings from Chapters 2, 7, and 8

Go to the class website for a sample daily schedule, PowerPoint presentations, homework, labs, and review exercises.

Assignments/Labs

- Transcribe, compile, and test a program that uses Newton's method to compute square roots. **[CR1]**
- Go to the class website for the daily schedule, which includes homework assignments, labs, review exercises, PowerPoint presentations, and tests.

CR1— The course teaches students to design and implement computer-based solutions to problems.

Unit 2

Java basics

Objectives/Topics To Be Covered

- Source, bytecode, compilers, interpreters, Java virtual machine, platformindependence
- Computer software and hardware components, operating systems
- Assignment statement, primitive data types
- Arithmetic operators, ArithmeticException, precedence, casting/promotion
- `java.lang.Math` (`abs`, `pow`, `sqrt`, `random`), static methods **[CR5]**
- Parameter passing terminology and concepts
- String class, object references, aliasing **[CR5]**
- Selection in more detail
- Object is the superclass of all classes
- Interfaces
- Computer ethics and social implications

CR5— The course teaches students to use elements of the standard Java library from the AP Java subset in Appendix A of the AP Computer Science A Course Description.

Teaching Strategies

Classroom discussions on topics of processors, peripherals, and system software are ongoing throughout the course. Students discuss and identify major components and how they interact. They will become familiar with the operations of the hardware and software available in our school and be able to distinguish between a single-user system and a network. It is expected that all students will adhere to the Acceptable Users' Policy given by our district. I introduce interfaces by providing one for students and having them write a couple of classes that implement the interface. In this manner, I am giving their lab/class its basic structure, providing a lab specification, especially if it contains `Javadoc`. It's also a way to automate testing their labs. I am guaranteeing that the students' classes all have the same method signatures, enabling them to easily test all of their methods.

I engage my students in a number of activities and discussions focused on the ethical and social implications of computer use such as protection of privacy, intellectual property, and public safety. I introduce them to both the ACM and IEEE and their published Codes of Ethics. Dr. Jody Paul has an excellent site listing many resources that we also use to facilitate discussion and activities focused on computer ethics. **[CR7]**

References/Readings

Java Methods, Chapters 1, 3, 5, 6, 7, 10, and 15

Jamtester, JUnit, and unit testing www.jamtester.com

Dr. Jody Paul www.jodypaul.com/SWE/ethics.html

CR7— The course teaches students to recognize the ethical and social implications of computer use.

Assignments/Labs

- Students are given a program that draws a sequence of differently colored rectangles and are asked to modify the code so that the result will be a sequence of rectangles that gradually change in color from the color of the first to the color of the last. The algorithm to blend the correct color for each rectangle requires the students to use proportions based on the distance each rectangle is from the first and last rectangles. **[CR1]**
- Magpie Lab (activities 1-5) **[CR1] [CR4]**
- *Java Methods*, selected exercises and labs from chapters 1, 3, 5, 6, 7, 10, and 15
- Polygon lab with unit testing **[CR1]**

CR1— The course teaches students to design and implement computer-based solutions to problems.

CR4— The course teaches students to code fluently in an object-oriented paradigm using the programming language Java.

Unit 3

Eleven Lab

Objectives/Topics To Be Covered

- Intercommunicating objects
- Inheritance
- Interfaces (Comparable) and Abstract classes
- Array basics
- Data structure design and selection

Teaching Strategies

We learn how to evaluate and select algorithms, how to relate classes one to another, and how to debug and test our code.

References/Readings

AP CSA Eleven Lab

Assignments/Labs

Eleven Lab with activities and enrichments **[CR1] [CR4]**

Unit 4

Arrays and ArrayLists [CR5]

Objectives/Topics To Be Covered

- Declaring, constructing, initializing, and indexing arrays/ArrayLists [CR2b]
- Storing primitives and objects in arrays/ArrayLists [CR2b]
- Traversing, inserting, deleting array/ArrayList elements [CR2b]
- Passing arrays/ArrayLists to methods
- Wrapper classes—Double, Integer [CR5]
- Casting, ClassCastException, ArrayIndexOutOfBoundsException
- 2-D arrays [CR2b]

Teaching Strategies

Practice with arrays and ArrayLists.

References/Readings

Java Methods, selected readings from Chapters 12 and 13

Assignments/Labs

- Write a program that measures the frequencies with which each letter of the alphabet occurs in a file. [CR1]
- Picture Lab with activities and enrichments [CR1] [CR4]
- *Java Methods*, selected exercises and labs in Chapters 12 and 13
- Given a program that draws one equilateral triangle, write a program that draws a Sierpinski gasket (a figure that contains nested triangles). [CR1]
- Design a class that models a fraction and arithmetic with fractions. [CR1]

Unit 5

Searching and Sorting

Objectives/Topics To Be Covered

- Insertion and selection sorts [CR2a]
- Binary searching versus Sequential [CR2a]
- Introduction to Big-Oh [CR3]
- Recursion
- Mergesort [CR2a]
- (optional) `java.util.Arrays` and `java.util.Collections`

Teaching Strategies

While working with the traditional sorts and searches, I introduce some simple Big-Oh concepts and counting. Big-Oh is not part of the AP CSA Exam, but the counting of statements being executed is a part of the Exam. I have students count comparisons done while sorting and then graph the results. We discover why we prefer to measure efficiency by comparing the number of operations to the size of the data set rather than by looking at the program's execution time. I also use the algorithms that they have studied up to

CR5— The course teaches students to use elements of the standard Java library from the AP Java subset in Appendix A of the AP Computer Science A Course Description.

CR2b— The course teaches students to use commonly used data structures.

CR1— The course teaches students to design and implement computer-based solutions to problems.

CR4— The course teaches students to code fluently in an object-oriented paradigm using the programming language Java.

CR2a— The course teaches students to use and implement commonly used algorithms.

CR3— The course teaches students to select appropriate algorithms and data structures to solve problems.

now (e.g., reading data, common array algorithms) to explore Big-Oh.

This is a good place to work recursion back into the course, since we can explore further how the linear and binary searches can be written both iteratively and recursively.

Students will gain additional practice with arrays as they explore the nontrivial task of merging two sorted lists. In addition, students will once again see a comparison between a recursive and non recursive solution to an algorithm. **[CR3]** Now that the students have had a chance to play with all of the sorts and searches in the AP curriculum, I like to introduce them to two more powerful and fun classes, `java.util.Arrays` and `java.util.Collections`. By this time in the course the students are quite adept at reading an API; this gives them a bit more practice.

CR3— The course teaches students to select appropriate algorithms and data structures to solve problems.

References/Readings

Java Methods, Chapters 4 and 14

Big-Oh handout

The xSortLab Applet <http://math.hws.edu/TMCM/java/xSortLab>

Assignments/Labs

- Worksheets and sample source code—sorting, searching, recursion, counting iterations, analysis
- *Java Methods*, Chapters 4 and 14 for lab ideas

Unit 6

Review

Objectives

- Ensure students know what is coming on the AP Exam
- Earn a 5 on the AP Exam

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**Kenosha Unified School District
Kenosha, Wisconsin**

**March 10, 2015
Curriculum/Program Standing Committee**

**ENGLISH-AS-A-SECOND-LANGUAGE PROGRAM PLAN
UPDATE AND RECOMMENDATION**

Background

The board of education approved the initial Language Acquisition Program (LAP) Plan in November 2010 for the start of the 2011-12 school year at the November 23, 2010, meeting. The goal of this plan was to provide English language learners (ELLs) a program consisting of a variety of language support based on researched practices and recommendations from the Wisconsin Department of Public Instruction (DPI).

Current English-as-a-Second-Language Program

The Kenosha Unified School District currently serves over 2000 ELLs. The growth of this population in recent years is portrayed in Appendix A (Educational Accountability, January 30, 2015).

The current English-as-a-Second-Language (ESL) program varies by school and level (elementary, middle, and high school). Each ESL teacher has a caseload of 27 to 52 students, having language levels of 1.0 through 5.9 as provided by the annual Assessing Comprehension and Communication in English State to State (ACCESS) test results. Additionally ESL teachers are also mandated by the DPI to monitor students in their first and second years after exiting the program. Kenosha Unified has approximately 413 monitored students this year.

To address the growing needs of this population, the LAP coordinator and ESL team leaders have researched best practice to update the original LAP ESL plan (Appendix B). The ESL plan includes several strategies to better serve the growing ESL population, which continues to be one of the district's largest achievement gaps (Appendix C).

The ELL population is the lowest performing subgroup in the district state assessment for reading, with only 6.7 percent of the population showing proficiency. While math proficiency is higher, at 17.1 percent, it is the second lowest subgroup in the district. The additions made to the ESL plan include the English language development (ELD) curriculum, which focuses on academic vocabulary and has been proven to help with not only further developing the English language but also strengthening academic vocabulary across all subject areas.

English-as-a-Second-Language Program Plan Update and English Language Development Course Development

The work was organized into five phases and began in 2012.

PHASE I (2012-13): CREATION OF TEAMS AND COLLECTION OF RESEARCH

- An ESL team leader group was formed to gather data and identify the needs of the ESL population.
- Based on the identified needs, modifications were made to the ESL plan to restructure the program for the purpose of increasing student achievement in reading, math, and English language acquisition.
- Professional learning opportunities were provided for entire ESL staff by the World Class Instructional Design and Assessment (WIDA) including: ELD Standards and the Common Core, Breaking Down ELD Standards to Drive Classroom Instruction, and Coteaching.

PHASE II (2013): RESEARCH OF STATE PROGRAMS AND PRINCIPAL AND TEACHER FEEDBACK

- ESL programs across the state were reviewed.
- Professional learning opportunities continued for ESL teachers and ESL team leaders.
- The LAP coordinator visited all Kenosha Unified School District building sites, noted positive observations and areas in need of improvement, and met with individual ESL teachers and principals.
- The LAP coordinator conducted interviews to gather feedback from students in the ESL programs.
- Principal feedback sessions were held to understand their building concerns and needs for the future of the program.

PHASE III (2014): FORMATION OF THE ENGLISH-AS-A-SECOND-LANGUAGE CURRICULUM DESIGN TEAM

- Academic language building research indicated that an ELD course at the elementary, middle, and high school levels would be beneficial to increasing the English language acquisition of ELLs.

- Elementary, middle, and high school ESL teachers volunteered to be a part of the ESL curriculum design teams, and they were compensated for their summer work hours (Appendix D).
- The design teams summarized the research collected in Phase I of the project and applied this information in the development of the ELD curriculum.
- The coordinator of language acquisition programs collaborated with the English/language arts coordinator to align curriculum documents.

PHASE IV (2014-PRESENT): CURRICULUM WRITING

- The ELD curriculum for all levels includes two components:
 - Year-at-A-Glance
 - Provides teachers with the instructional days and standards in each unit
 - Unit Overview
 - Provides a detailed description of the content for each unit

These documents provide teachers with what each student needs to learn, how to know if each student has acquired the knowledge/skills/content, and how to help them if they have not.

PHASE V (2015-16): EXPANSION OF ENGLISH LANGUAGE DEVELOPMENT PILOT

- The ELD elementary school pilot will be expanded to eight additional elementary schools for the 2016-17 school year and to the remaining elementary schools in 2017-18.
- Elementary schools are selected based on the enrollment of ELLs, with schools having the higher enrollments selected first.

Recommendations for the English-as-a-Second-Language Program Plan

ELEMENTARY ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION

An ESL teacher will provide ELD-explicit English language instruction during grade level intervention blocks at the following pilot schools: Brass Community, Edward Bain School of Language and Art Creative Arts, Edward Bain School of Language and Art Dual Language,

Curtis Strange, Forest Park, Frank, Jefferson, and McKinley. The ELD instruction will be scheduled for a minimum of 4 30-minute blocks weekly with select kindergarten and first grade students with language levels of 1.0 to 1.9 as indicated on the ACCESS test.

MIDDLE SCHOOL ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION

An ESL teacher will provide explicit English language instruction at Bullen, Lance, Lincoln, Mahone, and Washington. The ELD instruction will be scheduled daily for select students with language levels of 2.0 to 3.9 as indicated on the ACCESS test.

HIGH SCHOOL ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION

An ESL teacher will provide explicit English language instruction through elective ELD courses at Bradford, Indian Trail, and Tremper with an ESL teacher five days a week. The ELD I course (Appendix E) will be for students with language levels of 1.0 to 2.4 as indicated on the ACCESS test and the ELD II course (Appendix F) will be for students with language levels 2.4 to 3.5 on the ACCESS test.

Next Steps

- Purchase ELD curriculum materials from the Teaching and Learning 2015-16 budget. The Purchase/Contract Rationale is included in Appendix G.

LEVEL	RESOURCES	COST
8 elementary schools (pilot)	<i>Reach</i> (publisher: National Geographic)	\$36,000
5 middle schools	<i>Inside</i> (publisher: National Geographic)	\$22,000
3 high schools	<i>Edge</i> (publisher: National Geographic)	\$12,000
TOTAL COST		\$70,000

- Provide professional development to ESL teachers utilizing ELD materials in the 2015-16 school year.
- ESL teachers and the coordinator of language acquisition programs will meet with building principals to assist in the development of schedules to support the ELD courses.
- The development of unit assessments will continue in the 2015-16 school year.
- An online site will be established for the collection and distribution of curriculum resources, (i.e., templates, learning activities, etc.).

- The ACCESS test will be used to measure the outcome of the ELD interventions and high school courses. ELLs are expected to demonstrate an annual English language growth of .4 on the ACCESS test.

Administrative Recommendation

Administration recommends that the Curriculum Program/Standing Committee review this report and forward it to the school board for consideration of the English-as-a-Second Language Program Plan, course proposal, and curriculum materials.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Interim Assistant Superintendent of Teaching and Learning

Mrs. Sarah Smith
Coordinator of Language Acquisition Programs

**KENOSHA UNIFIED SCHOOL DISTRICT
ENGLISH LANGUAGE LEARNERS
Third Friday enrollment 2010-2011 through 2014-2015**

School	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
Brass	68	69	61	67	81
Brompton	2	2	4	2	13
Chavez Learning Station	NA	NA	NA	NA	NA
Columbus	36	NA	NA	NA	NA
Dimension of Learning	8	15	12	15	16
EBSOLA	195	239	NA	NA	NA
Ed Bain Creative Arts	NA	NA	90	83	133
Ed Bain Dual language	NA	NA	148	156	173
Forest Park	21	28	42	49	59
Frank	125	130	115	103	86
Grant	26	21	27	35	42
Grewenow	17	33	30	29	32
Harvey	8	13	15	20	27
Jefferson	53	48	46	70	63
Jeffery	16	26	23	22	23
Kenosha 4 Yr Kindergarten	0	0	0	0	0
KTEC	9	21	32	30	48
McKinley	35	40	40	43	46
Nash	59	61	49	51	59
Pleasant Prairie	25	42	42	50	55
Prairie Lane	11	9	16	18	22
Roosevelt	15	23	25	38	41
Somers	35	36	21	29	32
Southport	42	50	52	52	64
Stocker	56	54	46	54	50
Strange	89	96	117	123	125
Vernon	42	32	38	26	28
Whittier	9	11	18	20	28
Wilson	104	75	60	55	56
Elementary Schools	1,122	1,205	1,202	1,267	1,430
Bullen	140	151	141	117	95
Lance	51	43	47	39	34
Lincoln	54	71	86	90	76
Mahone	95	89	91	77	65
McKinley	61	61	NA	NA	0
Paideia	5	5	NA	NA	NA
Washington	95	85	83	57	62
Middle Schools	501	505	448	380	332
Bradford	136	134	127	118	124
Harborside	9	20	28	19	13
Hillcrest	5	7	4	5	4
Indian Trail	135	163	129	135	129
Kenosha eSchool	1	3	2	7	4
KUSD STEP	NA	1	NA	NA	NA
LakeView	3	2	6	0	1
Phoenix Project	0	0	0	1	1
Reuther	38	40	38	40	39
Tremper	71	68	56	53	69
High Schools	398	438	390	378	384
DISTRICT	2,021	2,148	2,040	2,025	2,146

KENOSHA UNIFIED SCHOOL DISTRICT
LANGUAGE ACQUISITION PROGRAM
ENGLISH-AS-A-SECOND-LANGUAGE
PLAN UPDATE

March 2015

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Interim Assistant Superintendent of
Teaching and Learning

Mrs. Sarah Smith
Coordinator of Language Acquisition Programs

Contributors

Patricia Alvara

Michelle Brean

Fernando Delgadillo

Karen DuChene

Sarah Gomez

Julie Housaman

Patricia LaBarre

Natalie Marciniak

Adam Pavelchik

Michelle Serpe

Sarah Smith

Abigail Stanislawski

Julie Weavel

Allison Wild

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1.0 INTRODUCTION

The Kenosha Unified School District is the third largest public school system in the state of Wisconsin covering as 85 square mile area that includes the residents of Kenosha, Pleasant Prairie, and Somers. The district enrolls 11,474 students in grades 4K-12 across 41 schools including: 23 elementary schools (4K-5), five middle schools (6-8), five high schools (9-12), 1 specialty school five charter schools, and one Head Start Development center. Over 50% of Kenosha students meet the federal criteria to qualify for free or reduced meals.

1.1 Student Demographics

The data shown below is based on data from the official third Friday count report from October 28, 2014.

Total number of students: 22,474

Caucasian: 51.9 percent

African American: 15.2 percent

Hispanic: 26.5 percent

Asian: 1.4 percent

American Indian: 0.4 percent

2.0 GOALS

Kenosha Unified School District in an effort to serve all students has outlined goals to assure academic success for English language learner (ELL). As the demographics of the area change, the district understands the need to promote academic success and cultural understanding within all systems. Towards that end, the following goals are outlined:

Chart 2A

English Language Learner Students Will:	Educational Approach:
Develop and maintain listening, speaking, reading, and writing competency in English as outlined in the World-Class Instructional Design and Assessment (WIDA) standards as measured by the Assessing Comprehension and Communication in English State to State (ACCESS) for ELLs.	ACCESS data will be used to outline the students' competency in each of the four areas. Collaboration and co-teaching with general education teachers will take place using district and WIDA standards to design lessons to meet the needs of ELLs.

English Language Learner Students Will:	Educational Approach:
Demonstrate academic proficiency in meeting district standards and benchmarks as measured by state-standardized assessments.	Ells are expected to meet grade-level expectations with appropriate accommodations described in Language Development Plan (LDP). General education and English-as-a-second-language (ESL) teachers will monitor student achievement through state and local assessments. Results will be shared.
Develop and apply language in content areas as measured by curriculum-based assessments.	Language development will be provided to students through the district curriculum emphasizing content vocabulary, as well as within supplemental support services for those students requiring more individualized instruction.
Participate with family members in school community sponsored activities as measured by both qualitative and quantitative data sources.	The school community will embrace diversity by recognizing the impact of individual cultures on student learning, including: need for inspiration, learning styles, goals and aspirations, experiences and realities, needs and interests, and challenges, obstacles, and distractions.
Receive support and resources to build capacity for English language development through highly trained ESL and general education teachers as measured by both qualitative and quantitative data sources.	Through job-embedded and additional professional development opportunities, staff will continue to receive training and coaching in strategies and approaches aligned with best practice for ELL.
Provide support and resources to build capacity for educating ELL as measured by both qualitative and quantitative data sources.	Through job-embedded and additional professional development opportunities, staff will receive training and coaching in strategies and approaches aligned with best

3.0 IDENTIFICATION OF ENGLISH LANGUAGE LEARNER STUDENTS

The Kenosha Unified School District understands that there are many students who enter the district without a strong command of the English language. Identifying those children who may be entering or currently enrolled students is the first step in providing direct and

appropriate instruction. When properly identified, these ELL students are placed on the path to academic success.

3.1 Identification Procedure of Incoming English Language Learner Students

The Kenosha Unified School District attempts to identify all new students who may enter its Language Acquisition Program (LAP) through the initial online registration process on Infinite Campus. When a student registers in Kenosha Unified School District, the family will complete an electronic enrollment form. Embedded in this online document is the Home Language Survey, a critical component in identifying potential ELL students. The ESL teacher will review Infinite Campus on a bi-weekly basis to identify any new ELL students at his/her building.

If, on the enrollment form, a language other than English is indicated, the following procedure will be completed within 14 days of the student's arrival in the classroom:

Chart 3A

Procedure for identifying English Language Learner	
<ul style="list-style-type: none"> Families complete the online enrollment form, including the Home Language Survey. The Infinite Campus system alerts the ESL teacher of a student who speaks a language other than English in his/her bi-weekly ad hoc reports. When a language other than English is indicated, the ESL teacher researches the student's school records and Wisconsin Information System of Education Data Dashboard (WISEDASH) for proof of a previous language proficiency level. If language proficiency levels are found, teachers use the left-hand column of the table below. If language proficiency levels are <i>not</i> found, teachers follow the right-hand column of the table below. 	
<p>If a Language Proficiency Level is Found:</p> <ul style="list-style-type: none"> If a current ACCESS score of 1.0 to 5.9 does exist, the ESL teacher will designate the student as requiring appropriate LAP services (if a student in grades 4 to 12 has a current ACCESS score of 5.0 to 5.9 and there are school records to support academic success, the LAP teachers will proceed with the manual reclassification process). 	<p>If a Language Proficiency Level is NOT Found:</p> <ul style="list-style-type: none"> ESL teacher contacts parents/guardians to discuss student's educational and language background. If there is not a current ACCESS score, the ESL teacher will conduct a WIDA (Measure of Developing English Language (MODEL) or WIDA-ACCESS Placement Test (W-APT) screener to determine the student's present English language proficiency level. The parent or guardian will meet with

	the ESL teacher to review language results and decide to accept or waive ESL services by signing a form provided by the LAP within 30 days.
--	---

3.2 Identifying Current Students Eligible for Language Acquisition Program

A general education teacher or any other school staff member may request a language assessment of a student not previously identified as an official ELL. The staff member will follow the Collaborative Student Intervention (CSI) process when this occurs, which includes the participation of the ESL teacher. Upon completing the CSI procedure and determining that the student should be assessed or reassessed for language proficiency, the Parent Notification Form will be completed and all appropriate signatures will be obtained.

Chart 3B

Procedure for Identifying Current Students
<ul style="list-style-type: none"> • Staff members complete the CSI Request Form. This form begins the process by notifying other members of the CSI team of the student's current academic strengths, weaknesses and test scores. • CSI members, including the general education teacher, parents, ESL teacher and school support staff, conduct an initial meeting and complete the initial meeting forms. Members debate the eligibility of the student. • The Parent Notification Forms are completed by the ESL teacher at the CSI meeting. A follow-up meeting with the ESL teachers and parents will be scheduled within 14 days of the CSI meeting date to review screener information and determine enrollment in the LAP. • The ESL teacher will provide follow-up information to the CSI team. • At the end of each school year, CSI members complete the Year-End Summary Form to record the intervention and determine the intervention status.

3.3 Collaborative Student Intervention Team Forms

The Kenosha Unified School District uses the CSI forms located in Section 11.0 to determine a student's eligibility into the district's LAP. These forms record important information, denote interventions tried, and record CSI members and parents present at the meetings.

4.0 ASSESSMENT OF NEED OF ELL STUDENTS FOR LAP SERVICES

All new student registrants who are potentially ELL based on criteria in the Registration Procedure are to be screened. This screening process is utilized to assess which services a

potential ELL student might require. The Kenosha Unified School District utilizes two different assessments, depending on the age and grade level of the student. Kenosha Unified School District uses an assessment from the WIDA Consortium called MODEL™. The WIDA MODEL assessment is used solely for pre-k, kindergarten, and first semester first grade students. The W-APT (WIDA-ACCESS Placement Test™) assesses students in their second semester of first grade through twelfth grade.

Kindergarten through grade 12 screening is to be completed by third Friday count in September or, if the student enters the district after third Friday, within 14 days of enrollment. Pre-k screening is generally completed in the spring. If not, it will be completed before entrance in kindergarten. The ESL teacher at each school will create a roster of names of students to be screened. This roster will be shared with the building principal. All necessary screening materials are located at each building site.

The results gathered by the ESL teacher on the screeners are entered into Infinite Campus, a copy is put in the student's red cumulative folder, and a copy of the results are sent to the LAP for records.

However, if a student earns a composite score below 5.0 on one of the screeners, the following will occur:

- The ESL teacher will initiate the LAP information in Infinite Campus.
- The Office of Educational Accountability will update Individual Student Enrollment System (ISES) to reflect the English proficiency level.
- The ESL teacher will initiate the offer of language services and meet with the parent or guardian to complete the Parent Approval/Refusal Form.
- The ESL teacher will staple this report to the home Language Survey and file it in the student's red folder in the cumulative folder.
- The ESL teacher will create a LDP based on the results of the screener.

If a student scores a composite score greater than 5.0 on the W-APT or MODEL and academic documentation indicates success, the following will occur:

- The student is deemed not limited-English proficient (LEP) and does not qualify for LAP services. If the student has not previously been in a language program the student is identified as a language level 7B in Infinite Campus.
- If previously in a program the student is identified as language level 6.1 in Infinite Campus.

If a student scores a composite score greater than 5.1 on the W-APT or MODEL and academic documentation does not exist, the following will occur:

- The student is deemed LEP and does qualify for LAP services.
- The ESL teacher will update the LAP information in Infinite Campus and send appropriate paperwork to the LAP.
- The Office of Educational Accountability will update Student Enrollment System (ISES) to reflect the English proficiency level.
- The ESL teacher will initiate the office of language services and meet with the parent guardian to complete the parent Approval/Refusal Form.
- The ESL teacher creates an LDP based on the results of the screener.

5.0 PROGRAM OF SERVICES

The district uses Guiding Principles to govern its program of services. A detailed LDP is then constructed for each student entering the LAP. These principles and the program are developed in this section.

5.1 Guiding Principles

1. Kenosha Unified School District adheres to a neighborhood school model.
2. All Kenosha Unified School District students are members of an age-appropriate regular education classroom.
3. All ELL students (ELP 1.0 to 5.9) have a LDP that guides the supplemental language service.
4. Leadership for the ELL service is principal-centered with guidance and oversight from LAP coordinator at the Educational Support Center.
5. ELL students are clustered in classrooms by grade level and/or content courses, ensuring that no more than 60 percent per class receive services.
6. Teachers are assigned to instructional teams. Instructional teams allow for maximum use of teacher skills, licensure, and experience.
7. ESL teachers are assigned to classrooms with ELL clusters to facilitate co-teaching.
8. School Administration is responsible for all final decisions of clusters, ESL teacher schedules, and other ELL service needs with the assistance of the LAP coordinator.

5.2 Language Development Plan

A LDP is written for all ELL students (ELP 1.0 to 5.9) in Kenosha Unified School District's

LAP. The LDP is used by general education teachers to indicate an ELL student's current language proficiency in each of the four language domains: listening, speaking, reading, and writing. The descriptors indicated are designed to help teachers support their ELL students. They describe things that students at that particular level (in ascending proficiency order: entering, beginning, developing, expanding, bridging, reaching) should be able to do or produce in English. ESL teachers prepare and LDPs using the ELLevation software. ESL teachers share these LDPs with general education teachers in the fall and then on an as needed basis if there is any change in the student's needs.

5.2.1 Parent/Teacher Collaboration with the LDP

Upon completion of the LDP by all concerned staff members, a copy of the LDP is shared with parents/guardians upon request or need. If a parent/guardian has any concerns, the ESL teacher will work with the parent to resolve concerns regarding the LDP form. If the teacher and parent are unable to resolve concerns, the ESL teacher will contact the building administrator.

5.3 Description of Program of Services

The Program of Services given to ELL students by the Kenosha Unified School District is detailed in Chart 5A Kenosha Unified School District Program of Services below. The district is committed to increasing the English proficiency of its ELL students while simultaneously requiring that they learn the universal district curriculum and progress accordingly in their content area learning.

A student's academic career is segmented into four periods: preschool, elementary school (Kindergarten through 5th grade), middle school (6th through 8th grade), and high school (9th through 12th grade level). At each grade period, the program of services identifies appropriate English language development as well as content learning and standards-based curriculum.

Chart 5A

Kenosha Unified School District Program of Services		
Grade Level	English Language Development	Content Learning and Standards-Based Curriculum
4K	<ul style="list-style-type: none"> ESL teachers are not federally required to provide service to 4K students ESL teachers will consult and share strategies with 4K staff 	<ul style="list-style-type: none"> Classroom-based content learning which utilizes the Wisconsin MODEL Early Learning Standards
K-5	Content-based language instruction in which English is taught through: <ul style="list-style-type: none"> Vocabulary development Co-teaching with the general education classroom teacher in which ESL teachers use language 	<ul style="list-style-type: none"> Common Core Standards WIDA (www.wida.us) Research-based comprehension literacy and math programs

	<p>goals based on the WIDA standard</p> <ul style="list-style-type: none"> • Collaboration with the general education teacher through professional development and resources • Push-in small group instruction • Resource or pull over/pull out instruction • Clustering students by language proficiency levels to increase access to language instruction 	
6-8	<p>Content-based language instruction in which English is taught through:</p> <ul style="list-style-type: none"> • Vocabulary development • Co-teaching with the general education classroom teacher in which ESL teachers use language goals based on the WIDA standard • Collaboration with the general education teacher through professional development and resources • Push-in small group instruction • Resource or pull over /pull out instruction • Clustering students by language proficiency levels to increase access to language instruction • English language development instruction with district-approved English Language Development (ELD) curriculum 	<ul style="list-style-type: none"> • Common Core • WIDA (www.wida.us)
9-12	<p>Content-based language instruction in which English is taught through:</p> <ul style="list-style-type: none"> • Vocabulary development • Co-teaching with the general education classroom teacher in which ESL teachers use language goals based on the WIDA standard • Collaboration with the general education teacher through professional development and resources 	<ul style="list-style-type: none"> • Universal standards and benchmarks • WIDA (www.wida.us)

	<ul style="list-style-type: none"> • Push-in small group instruction • Resource rooms or pull over/pull out instruction • Clustering students by language proficiency levels to increase access to language instruction • English language development instruction with district approved ELD curriculum 	
--	--	--

5.4 Parent Communication/Notification

The Kenosha Unified School District recognizes that its student population is already quite culturally and linguistically diverse, and it will only become more so moving through the Twenty First Century. As such, the district makes every effort to provide any and all important educational information available to all parents/guardians, regardless of the family's native language. Kenosha Unified School District has a full-time bilingual support specialist who translates all district documents into the Spanish Language. The LAP also has a list of assisting translators and interpreters in the district who speak a variety of languages that are utilized on an as-needed basis for translation of building documents and interpretations at parent teacher conferences, Individual Educational Program (IEP) meetings, and CSI meetings.

6.0 STAFFING AND RESOURCES

The Kenosha Unified School District serves 2,518 students in its LAP as of the 2014-2015 school year. These ELL students have arrived to Kenosha Unified School District from a variety of different states and countries. In order to adequately and successfully serve these students, the district tallies its subpopulations by primary language and by school. When these figures are studied, the district is able to meet its needs with the appropriate amount of staff and resources. This section will provide information regarding the ELL student population followed by staffing ratios and resources available within the ELL program.

6.1 ELL Student Population by Language

Within Kenosha Unified School District there are a total of 63 identified languages spoken by ELL students as their primary language. Over 84 percent of the ELL population noted Spanish as its primary language, while Chinese and Arabic speakers comprise the second and third largest populations, respectively. Chart 6A titled Primary Languages Spoken by Kenosha Unified School District's ELL Population lists these languages in alphabetical order.

Chart 6A

Primary Languages Spoken by Kenosha Unified School District's English Language Learners Population		
Afrikaans	German	Pashto
Albanian	Greek	Polish

American Sign Language	Gujarati	Portuguese
Amharic	Hindi	Punjabi
Arabic	Hmong	Romanian
Armenian	Hungarian	Russian
Assyrian	Italian	Serbian
Bangia	Japanese	Sinhalese
Bengali	Karen	Slovak
Bosnian	Khmer	Spanish
Bulgarian	Korean	Swedish
Burmese	Lithuanian	Swiss German
Cambodian	Magego	Tagalog
Chinese	Malay	Tamil
Creole/Patois	Malayalam	Telugu
Croatian	Mandarin	Thai
Dutch	Mandinkan	Tigrinya
Filipino	Norwegian	Twi
Finnish	Oromo	Turkish
French	Other Chinese	Ukranian
Urdu	Vietnamese	Yapese

6.2 ELL Student Populations by School

The following chart titled English Language Learner Student Population by School lists the ELL student population by school as it was during the 2014-2015 school year. Elementary schools account for most of the ELL students, with many exiting the program due to achieving English language proficiency (ELP) by the time they reach middle school and high school.

Chart 6B

English Language Learner Student Population by School	
Kenosha Unified School	Number of ELL Students (Level 1.0 to 5.9)
Elementary Schools	
EBSOLA Creative Arts	121
EBSOLA Dual Language	165
Bose	26
Brass	82
Forest Park	57
Frank	82
Grant	43
Grewenow	38
Harvey	27
Jefferson	63
Jeffrey	23
McKinley	47

Nash	58
Pleasant Prairie	55
Prairie Lane	22
Roosevelt	41
Somers	32
Southport	62
Stocker	50
Strange	117
Vernon	29
Whittier	29
Wilson	52
Total at Elementary Schools	1321
Middle Schools	
Bullen	94
Lance	35
Lincoln	80
Mahone	66
Washington	58
Total at Middle Schools	333
High Schools	
Bradford	122
Indian Trail	130
Reuther	36
Tremper	70
Total at High Schools	358
Charter/Specialty Schools	
Brompton	12
Dimensions of Learning	16
eSchool	2
Harborside	12
Hillcrest	4
KTEC	45
Lakeview	1
Total Charter/Specialty	93

Monitored English Language Learner Students throughout the District	
6.1 (First year monitored)	199
6.2 (Final year monitored)	214
Total Students Monitored	413

6.3 English Language Learner Student Population by Level

Chart 6C notes the number of ELL students currently performing at each language proficiency level. The levels denote increasing proficiency on the ACCESS for ELLs.

Data from Chart 6B and 6C was retrieved from the Office of Information and Accountability on November 3, 2014.

Chart 6C

English Language Learner Student Population, by English Language Proficiency Level 1							
Level	1	2	3	4	5	Alt.	Total
Elementary Schools	310	231	402	217	158	3	1321
Middle Schools	15	19	114	150	32	3	333
High Schools	12	20	117	150	58	1	358
Charter Schools	7	10	25	30	21	0	93
District Total	344	280	658	547	269	7	2105

6.4 Staffing for English Language Learner Services

The current staffing for the ESL Program at Kenosha Unified School District varies by school and level. ELL are given an ELP code to determine their level of understanding of the English language, ranging from 1.0 [minimal English] to 6.0 [English proficient]. The students in levels 1 to 3.9 generally receive the largest amount of support, with levels 4.0 to 5.9 receiving less support. In addition to the students that they service directly, they are mandated by the Wisconsin Department of Public Instruction (DPI) to monitor students in their first and second years after exiting the program. The average caseload of ELLs throughout the state of Wisconsin averages at about 1 teacher to 50 students. At Kenosha Unified School District, the LAP tries to staff based on the state of Wisconsin average.

6.5 Resources

ELLs will benefit greatly from being in a regular education classroom filled with native and proficient English speakers while the core curriculum is being taught. (Succeeding with English Language Learners, Council of Great City Schools, 2009). In this type of classroom, ELL students will be highly supported by the general education teacher. This teacher will bring with him/her a wide-variety of skills and tools with which to teach the students and enhance the students' language acquisition. In a co taught classroom, the ELL would benefit from both the general education teacher and the ESL specialist being involved in instruction. It is recommended that the ESL teacher co teach, especially in the area of English language arts when scheduling permits.

In addition to the regular instructional materials and research-based best practices, all staff members involved in the ELL student's program will use materials, tools, and texts designed to specifically develop the student's ELP. These materials may include but are not limited to:

Kindergarten Through Grade 5

- Picture dictionaries
- Leveled texts and books
- Computer applications
- Resources from First Language textbook (Spanish)
- Picture cards
- Bilingual materials and dictionaries (as available by language)
- Interactive Whiteboard Technology

Grades 6 Through 8

- Graphic novels
- Picture cards
- Bilingual materials and dictionaries (as available by language)
- Resources from First Language textbook (Spanish)
- Content area picture dictionaries
- Interactive Whiteboard Technology
- Computer applications

Grades 9 Through 12

- Graphic Novels
- Resources from First Language textbook (Spanish)
- Picture cards
- Content area picture dictionaries
- Bilingual materials and dictionaries (as available by language)
- Interactive Whiteboard Technology
- Computer applications

7.0 TRANSITIONING STUDENTS OUT OF THE LAP PROGRAM

The Kenosha Unified School District uses state-mandated criteria to inform its decisions about exiting students from its LAP. The state's criteria, as well as Kenosha Unified School District criteria, are explained below this section. This section concludes with the measures Kenosha Unified School District will take to monitor the progress of its ELL population.

7.1 State Exit Criteria

The Kenosha Unified School District will determine if a formerly classified ELL is fully proficient using DPI protocols.

According to the DPI document titled, Procedures for Exiting as Fully English Language Proficient, formerly limited English proficient (FLEP) is the reclassification of ELLs who have attained ELP Level 6 and are ready to exit from the LAP.

There are two ways for a student to be reclassified as FLEP as described in chart 7A that follows.

Chart 7A

Wisconsin's Criteria for Reclassification as Fully English Language Proficient	
OR	<ul style="list-style-type: none"> Automatically exiting in the statewide individual ISES when the student reaches ELP Level 6.0 by achieving a 6.0 overall composite score on Wisconsin's English Language Proficiency Examination, ACCESS for ELLs;
	<ul style="list-style-type: none"> Manually reclassified by the district if: <ul style="list-style-type: none"> The student is at least in the fourth grade The student is at least an ELP level 5 Sufficient evidence has been collected demonstrating the student had developed academic English language proficiency The district has the required documentation on file
Source: www.dpi.wi.gov/esea/pdf/bul_0702.pdf	

7.2 Kenosha Unified School District Exit Criteria

The district also recognizes federal legislation related to informing its decision to exit a student from the LAP. The Elementary and Secondary Education Act, which was reauthorized as the No Child Left Behind Act, states that "Students classified as ELL will no longer be considered limited English proficient when they have the language skills necessary to compete with mainstream English speakers in age-and grade-appropriate settings in all areas of language development without the use of adapted or modified English materials."

In Wisconsin the exit criteria is an ELP level of 6.0. In addition, students in fourth grade or higher may be manually reclassified once they reach a composite level of 5.0 to 5.9 and a literacy score of 5.0 or above on Tier C of the ACCESS for ELLs.

7.3 Exiting Procedure

When a student is FLEP and ready to exit the LAP the following process Language Acquisition Program Exit Procedure occurs:

Chart 7B

Language Acquisition Program Exit Procedure (Automatic Reclassification)	
OR	<p>A student is automatically reclassified as Fully English Proficient (FEP), or no longer identified as ELL/LEP in the statewide Individual ISES, when the student reaches:</p> <ul style="list-style-type: none"> ELP 6 in grades kindergarten through twelfth by achieving a composite (overall) score of 6.0 on ACCESS for ELLs, Wisconsin's English Language proficiency assessment;

- ELP 6 in grades fourth through twelfth by achieving a composite (overall) score of 5.0 or above plus a minimum literacy sub score of 5.0 or above on the ACCESS for ELLs
- *ESEA Bulletin No. 07.02* Criteria for Reclassification of English Language Learner Students as Fully English Proficient (Exiting). December 15, 2011.

Students in grades kindergarten through twelfth who receive composite (overall) scores of 6.0, and students in grades fourth through twelfth who receive composite (overall) score of 5.0 or above plus literacy sub score in ISES in subsequent collections and will no longer be classified as ELL/LEP.

Districts are to verify the accuracy of students ELP codes in ISES. ISES data collections are available from August through October for districts to verify students ELP codes. Students who are automatically reclassified are expected to have taken Tier C of the ACCESS for ELLs to obtain the most informative measurement of their language proficiency.

The student may be exited from the Kenosha Unified School District LAP through the manual reclassification process when the exit criteria, in Chart 7C, are attained.

Chart 7C

Language Acquisition Program Criteria for Manual Reclassification
<p>Students may be manually reclassified from:</p> <ul style="list-style-type: none"> • Limited English Proficient (ELP 5) to Fully English Proficient (ELP 6). Students may be manually reclassified by districts to Fully English Proficient status (ELP 6) when the student achieves a composite (overall) score of 5.0 or above on the <i>ACCESS for ELLs</i> and the student shows clear evidence of English proficiency, but was not automatically reclassified because the student did not meet the literacy sub score benchmark. • Fully English Proficient (ELP 6) to Limited English Proficient (ELP 5). Students who were automatically reclassified to Fully English Proficient status (ELP 6) may be manually reclassified to (ELP 5) and maintain their English Language Learner (ELL)/Limited English Proficiency (LEP) status. If observations and academic performance indicate that a student should maintain their LEP status, the language level code in ISES (Individual Student Enrollment System) may be manually changed to an ELP 5, continuing the student's LEP status.

The determination for manually reclassifying a student's ELP status should be based on whether the student has sufficiently developed the academic language to demonstrate understanding in English. The district has evaluated at least two pieces of academic performance evidence that support the reclassification decision. The district keeps evidence on file for at least two years. Evidence should include demonstrations of grade-level proficiency without the use of adapted or modified English materials or ELL accommodations on standardized measures such as:

- District benchmark examinations (in multiple content areas)
- Writing samples or performance assessments scored with formal, standardized rubrics;
- State assessments at applicable grade levels; and
- Academic records such as semester or end-of-course grades.

Evaluation for a reclassification decision should include the bilingual and/or ESL teacher, classroom teachers, parents and other relevant staff, parents and educators should agree whether language is no longer a barrier to the students' ability to access academic content. Evidence from assessments should support educators' judgment of English proficiency.

7.4 Monitoring Progress of Former ELL Students

All FLEP students are to be monitored for two academic years after exiting from the district's LAP. Monitoring includes the evaluation of academic achievement data including reading, mathematics and science from the Wisconsin Student Assessment System. Data from standards-based assessments, grades and other evidence will be used. Two of the following must be included:

- State of Wisconsin standardized test scores
- District assessments
- Grades
- Reading (e.g., SRI, Guided Reading Levels)
- Math (e.g., IPP Forms, Unit Tests)
- Other curriculum-based assessments
- Teacher anecdotal records
- Student work samples

Monitoring in both years one and two is completed with the ELLevation software.

In September of each year:

- ESL teacher will generate a list of FLEP students to be monitored.
- This list is shared with the building principal, as well as with the student's homeroom teacher.
- The ESL teacher will place the Monitoring Form in the student's cumulative folder.

In January and June of each year:

- At the end of each semester, two of the above pieces of evidence are gathered by the ESL teacher to document that the student is still peer competitive. This evidence is placed in the student's red folder in the cumulative folder.
- The Monitoring Form is filled out by the ESL teacher and reviewed by the principal.
- If the student's academic level is below expectations, the student is reevaluated through the CSI process for possible re-entry into the LAP.

8.0 ELL STUDENTS AND OTHER DISTRICT PROGRAMS

8.1 School-based Programs and Extracurricular Activities

In the Kenosha Unified School District, students identified as ELLs are full-fledged members of their respective school communities. ELL students are provided equal access to the full range of district programs, including, but not limited to, special education, Title I, gifted and talented, and all nonacademic and extracurricular activities. The district encourages all students, including those in the LAP, to become involved in extracurricular and nonacademic activities, such as sports, clubs, and organizations. None of these may discriminate on the basis of language. In addition, fees for such activities are waived, as they are for all students in Kenosha Unified School District, based on one's eligibility for free and reduced lunch.

8.2 Application Process for School-Based and Extra-Curricular Activities

At times the district will offer special opportunity programs or activities to its students. Kenosha Unified School District assures that the application process and selection for these programs will not be dependent on a student's proficiency in English.

8.3 Special Education

The Kenosha Unified School District complies with the IDEA when working with all ELL and non-ELL students in special education programs. Students are not placed in special education based on their English language proficiency. ELLs may continue to receive LAP services as determined by their IEP.

8.4 Gifted and Talented Education

ELL has equal access to gifted and talented identification services.

8.5 Translation Services

If available, personnel within the school with skills in other languages will be called upon to provide verbal or written translation to ensure understanding of school information. Kenosha Unified School District's bilingual support specialist is able to assist in finding an interpreter or translator or serving as the interpreter or translator if one is not available in the building. These types of services may be needed to assist parents with the registration process, parent/teacher conferences, CSI/IEP meetings, etc.

9.0 PROGRAM EVALUATION, REVIEW, AND IMPROVEMENT

At the end of each school year, the Kenosha Unified School District will conduct an overall evaluation of the LAP. The following items may be reviewed to determine the effectiveness of the LAP:

- The program's effectiveness with respect to identification, the assessment process, exiting, monitoring, staffing, parental notifications, and adequacy of instructional materials and staff development;
- The rate of students' progress toward full proficiency in English (reading, writing, listening, and speaking);

- The proficiency of students in the LAP in core curricular areas as compared to their peers;
- The program's effectiveness with respect to the types of student and family involvement opportunities offered and the degree to which ELL students and families participate in such opportunities;
- Types and content of professional development offered and attendance of staff at the offerings;
- Comparison of state assessment test scores of exited students and non-ELL students;
- Whether students in the LAP have access to all of the district's programs, including vocational and special education; and
- Whether students in the LAP are being retained or are dropping out at rates similar to non-ELL students.

Information to evaluate the above items may include state standardized test results; ACCESS for ELLs® scores; staff, student, and parent survey data; curriculum-based assessments; assessments such as Measures of Academic Progress (MAP); records of program participation; records of participation in co-curricular and family activities; grades in core classes; and retention and graduation rate data.

Based on findings from the data analysis, areas of both strength and concern about the program will be identified. Where appropriate, revisions to the LAP program plan will be implemented and monitored for effectiveness.

10.0 PROFESSIONAL DEVELOPMENT

Quality Professional Development (PD) is absolutely necessary to equip teachers with the best practices, pedagogy, and knowledge to achieve student success in the classroom. This is especially true for professional development towards improving teacher experiences with the ELL population. This section highlights some research on PD for teaching the ELL population.

10.1 Professional Development Research

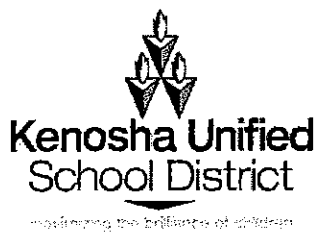
A team of researchers with the Educational Research Service issued a report entitled "Succeeding with English Language Learners—Lessons Learned from the Great City Schools." In this report, the team identified desirable characteristics of higher-quality professional development programs (The Council of Great City Schools, 2009):

- Founded on best research available
- Sustainable and long-term
- Involved site based-strategies, like lesson modeling, coaching, and providing feedback
- Available to all subject teachers to support ELLs across the curriculum
- Targeted all levels of district staff, teachers, school leaders, and district leaders
- Trained teachers in the use of student data to transmit individualized instruction

Kenosha Unified School District attempts to fashion its professional development plan for the LAP with the previous characteristics in mind. In this way, it hopes to capitalize on the gains realized in other school districts where quality professional development has been implemented.

11.0 LAP FORMS

The following pages include the forms that will be used for the Kenosha Unified School District LAP.



Parental Approval Form for Kenosha Unified School District Language Acquisition Programs

Name of Student:

The following information has been explained to me (please initial):

- _____ Language Acquisition Programs services available for English Language Learners
- _____ The student's scores received on the language assessment instrument(s) and the meaning of those scores
- _____ The purpose and benefits of participation in Kenosha Unified School District Language Acquisition Programs
- _____ ACCESS for English Language Learners Test

☐ I want my child to receive services from Kenosha Unified School District Language Acquisition Programs.

☐ I understand Language Acquisition Programs Services are available for my child. Although the school has informed me that my child is eligible for LAP services and recommends that I take advantage of those services, I do not want my child to participate in a Language Acquisition Program.

I understand that my child is required to participate in the annual ACCESS testing regardless of whether or not my child participates in Language Acquisition Programs services. _____
(initial)

Parent Signature

Date

LAP Teacher Signature

Date

School Administrator Signature

Date

- Original to Parent
- Copy file in Red Folder



Re-Entry Letter for Kenosha Unified School District Language Acquisition Program

Name of Student: _____

Date: _____

Dear Parent/Guardian:

Your child was exited from the Kenosha Unified School District Language Acquisition Program on _____. We have been monitoring the academic progress of your student and believe that he/she is still in need of some LAP services. In order for us to provide LAP assistance, we need your written permission. Please sign this form and return it to the school office at your earliest convenience. Feel free to call the school if you have any questions.

Sincerely,

LAP Teacher

Building Principal

☐ I give my permission for my child to receive services from the Kenosha Unified School District LAP Program.

Parent Signature

Date

- Original to Parent
- Copy file in Red Folder

Notification of English Language Program Placement

Student: Juan Roberto Abajo
Grade Level: 6

School: Kennedy Junior High School
LEP Status: ELL

Our school district provides a program of language instruction for English Language Learners (ELLs) to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students.

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ACCESS for ELLs, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

Juan took the **ACCESS for ELLs** on **03/02/2014** and their ELP assessment results are listed below:

Listening	Writing	Reading	Speaking	Literacy	Composite
3.1	4.0	4.1	3.2	4.0	3.7

The ACCESS for ELLs test results are ranked into the following categories:

- Proficiency Level - Description

- 1 - **Entering** - Knows and uses minimal social language and minimal academic language with visual support
- 2 - **Emerging** - Knows and uses some social English and general academic language with visual support
- 3 - **Developing** - Knows and uses social English and some specific academic language with visual support
- 4 - **Expanding** - Knows and uses social English and some technical academic language
- 5 - **Bridging** - Knows and uses social and academic language working with grade level material
- 6 - **Reaching** - Knows and uses social and academic language at the highest level measured by this test

Additional factors used to determine your child's placement:

Classroom performance

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom. Your child receives the following English language development instruction:

Pull-Out Model: 3 times per Week for a duration of 1:00.

Pull Out/Push In ESL: An English program that serves identified LEP students in English only by providing a certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary delivery model.

While the rate of English language development (ELD) varies between students, many exit the ELD program in 6 years. Your child's English language development will be assessed annually until he/she achieves Overall score of 5.2, Literacy score of 5.0 on the ACCESS for ELLs, and meets specific academic achievement requirements. Students who exit the program are monitored for academic success for two years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success. Your efforts will help us meet the 2013/2014 expected rate for graduation of 89%.

As a parent, you have the right to decline enrollment in a program or type of service, withdraw your child from the program at any time, or choose another program if available. If you have any questions about your child's placement or the type of program options available to you, please contact Ms. Smith at 212.555.1212

Reference Demo

Date Mailed: 03/28/2014

<input type="checkbox"/>	Yes, I approve of this placement for my child.
<input type="checkbox"/>	No, I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language development. I understand that my child will be tested annually on a state-approved ELP assessment until he/she attains English proficiency.

Please sign and date this letter below and return it to the ESL teacher.

Parent/Guardian Signature: _____ Date: _____ Phone Number: _____

This letter informs you of certain rights you have as a parent or guardian. Contact our office at (617) 307-5760 if you have specific questions concerning these rights.

Manual Reclassification Form for Kenosha Unified School District Language Acquisition Programs

ELL Student Manual Reclassification Form		
Student:	Student ID Number:	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">School:</div> <div style="width: 45%;">Date:</div> </div>
Exit Criteria	Evidence	
<p>Highlight one:</p> <p>Limited English Proficient (ELP 5) to Fully English Proficient (ELP 6): Composite Score of 5.0 + student shows clear evidence of English proficiency, but was not automatically reclassified because the student did not meet the Literacy subscore benchmark (5.0)</p> <p>Fully English Proficient (ELP 6) to Limited English Proficient (ELP 5): observations and academic performance indicate that a student should maintain their LEP status despite meeting the above criteria</p>	Current Grade Level:	
	Composite ACCESS Score:	
	Literacy Sub score:	
	• Reading:	
	• Writing:	
	• Listening:	
	• Speaking:	
	WKCE Scores	
	• Reading:	
	• Writing:	
	• Math:	
	• Science:	
	• Social Studies:	
	Accommodations and Modifications are Necessary	___ Initial
Accommodations and	___ Initial	

Modifications are not Necessary		<i>assessments, etc.</i>
Student is not Peer Competitive	____ Initial	
Student is Peer-Competitive	____ Initial	
Recommendations and Signatures	Building Principal's Signature:	
	General Education Teacher's Signature:	
	ELL Support Staff's Signature:	
	Parent's Signature:	

- Original to Parent
- Copy file in Red Folder



PARENTS: Click here to enter text.

Academic: ☐ Improved ☐ Maintained ☐ Declined

[illegible]102

INTERVENTION ACCOMMODATION PLAN

DATE OF MEETING: Click here to enter a date.

Goal 1					Intervention Status <input type="checkbox"/> Responded to intervention successfully <input type="checkbox"/> Intervention modified <input type="checkbox"/> Shown progress but needs support <input type="checkbox"/> Shown limited progress & remains delayed -- refer for IEP evaluation
Action Steps (includes research-based strategies and programs)		Person(s) Responsible	Timeline	Progress Monitoring Plan	
Goal 2					Intervention Status <input type="checkbox"/> Responded to intervention successfully <input type="checkbox"/> Intervention modified <input type="checkbox"/> Shown progress but needs support <input type="checkbox"/> Shown limited progress & remains delayed -- refer for IEP evaluation
Action Steps (includes research-based strategies and programs)		Person(s) Responsible	Timeline	Progress Monitoring Plan	

INTERVENTION ACCOMMODATION PLAN

DATE OF MEETING: Click here to enter a date.

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Action Steps (includes research-based strategies and programs)	Person(s) Responsible	Timeline	Progress Monitoring Plan		

INTERVENTION ACCOMMODATION PLAN

DATE OF MEETING: Click here to enter a date.

Goal 1					Intervention Status <input type="checkbox"/> Responded to Intervention successfully <input type="checkbox"/> Intervention modified <input type="checkbox"/> Shown progress but needs support <input type="checkbox"/> Shown limited progress & remains delayed – refer for IEP evaluation		
Action Steps (includes research-based strategies and programs)							
	Person(s) Responsible	Timeline	Progress Monitoring Plan				
Goal 2					Intervention Status <input type="checkbox"/> Responded to Intervention successfully <input type="checkbox"/> Intervention modified <input type="checkbox"/> Shown progress but needs support <input type="checkbox"/> Shown limited progress & remains delayed – refer for IEP evaluation		
Action Steps (includes research-based strategies and programs)							
	Person(s) Responsible	Timeline	Progress Monitoring Plan				

Former ELL Monitoring Report Year 2

Purpose of Form:

This student has met the exit criteria set by the state on the annual English proficiency exam, which for WIDA consortium states is the ACCESS for ELLs. ELL students are monitored for two years after reaching this exited status to ensure their academic success without ESL interventions. Some students who have passed their two year period of required Federal monitoring require further monitoring due to at-risk factors.

Student Name	
Home Language	Exited Date
Language	Exit Date
Exit Date	Exit Date
Exit Date	Exit Date

Instructions:

Please answer the questions below regarding the named student. Circle the scale (1-5), check Yes or No, or enter your comments as appropriate.

Student

Student Name:	Bakir L Darzi	Assigned School:	Kennedy Junior High School	Exited LEP:	9/1/2011
Test ID #:	1001657411	Date of Birth:	6/29/1999		
Gender:	M	Grade Level:	7		

Questions

Based on your classroom interactions with Bakir L Darzi during the last **Six Weeks Report Grading Period**, please answer the following questions in the method indicated. The meanings for the scale-type answers are shown below.

Answer Scale Key: 1=Never 2=Seldom 3=Sometimes 4=Often 5=Always		(Circle one only)	
1. Please record the student's most recent grades and, if applicable, benchmark scores.			
2. Does the student consistently complete homework and classwork?		Yes	No
3. Does the student consistently meet behavior expectations?		Yes	No
4. How many days has the student been absent from your class so far this semester?			
5. If the student's homework, classwork, attendance and/or behavior are negatively impacting his/her performance, please comment below.			
6. Does the student's listening and reading comprehension meet grade level standards?		Yes	No
7. Does the student produce written and oral language that meets grade level standards?		Yes	No
8. Is the student able to proficiently engage in academic dialogue during class?		Yes	No
9. If the student is struggling with language proficiency, please include evidence below.			

Monitoring Recommendations

As a classroom teacher for Bakir L Darzi, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that: (check option below)

- ☐ The Student should continue in their current status and not receive ESL services
- ☐ The Student should be considered for reclassification to receive ESL services

Printed Name of Classroom Teacher

Class(es) I observed Student in

Signature of Classroom Teacher

Date Signed

Note: After signing and dating this Monitoring Report Form, please send it to Ms. Smith no later than 5/15/14. Call 555.1212 if you have questions about the form or cannot return it by the due date. Thanks for your input!

Data shown on Reference Demo Schools reports may include confidential information which should not be disseminated without prior written approval. Secure any printed copies appropriately or destroy copies when no longer needed.

Ellevation: Language Development Plan (LDP)

Date: 2/11/2015
Time: 9:29 AM

Language Development Plan (LDP)

Report: ESLPEP01
Page: 2

This Language Development Plan (LDP) provides basic demographic information, ELP Test Scores and instructional information related to this student's English Language Development.

Student:	Grade: 3	School:
Test ID #:	ELP Designation: ELL	LEP Status: LEP
Native Language: Spanish	Enrolled in US:	Yrs in US Schools:
Birth Country:	City/Town of Birth:	DOB:
ACCESS for ELLs Tier:	LEP Teacher:	
LEP Service 1: Pull-over		Teacher/Provider: Susan Johnson
Schedule: 2x / Week (0:45)		

English Proficiency Test Scores

Each LEP student takes an English Proficiency test when they enroll and each spring. Each student receives a proficiency level in each domain (listening, speaking, reading, and writing) based on her raw scores. Once the student achieves specific levels in all four domains, and meets additional district and state exit criteria, they will no longer be considered an LEP student and will not receive LEP services.

took the **ACCESS for ELLs** on 2/7/2014 and her test results are listed below.

Listening	Writing	Reading	Speaking	Literacy	Oral	Comprehension	Composite Proficiency Level (CPL)
6 - Reaching	3.5 - Developing	5.1 - Bridging	2.5 - Emerging	3.9 - Developing	3.9 - Developing	5.5 - Bridging	3.9

The test results are ranked into one of six categories, as shown below:

Proficiency Level	Description
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support
2 - Emerging	Knows and uses some social English and general academic language with visual support
3 - Developing	Knows and uses social English and some specific academic language with visual support
4 - Expanding	Knows and uses social English and some technical academic language
5 - Bridging	Knows and uses social and academic language working with grade level material
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test

WIDA CAN DO Descriptors

At this LEP student's level of English proficiency, you can expect that they will be able to:

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> Student has achieved English proficiency in this domain. 	<ul style="list-style-type: none"> Use first language to fill in gaps in oral English (code switch) Repeat facts or statements Describe what people do from action pictures (e.g., jobs of community workers) Compare real-life objects (e.g., "smaller," "biggest") 	<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g., context clues) Identify main ideas Match figurative language to illustrations (e.g., "as big as a house") 	<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrase banks Participate in interactive journal writing Give content-based information using visuals or graphics

WIDA ELP Standards © 2007 Board of Regents of the University of Wisconsin System. WIDA is a trademark of the Board of Regents of the University of Wisconsin System. For more information on using the WIDA ELP Standards please visit the WIDA website at www.wida.us. The WIDA CAN DO descriptors work in conjunction with WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. Linguistic complexity; 2. Vocabulary usage; and 3. Language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Classroom Accommodations

The following Classroom Accommodations are to be used throughout the year in the regular classroom for

1. Highlighted texts/study guides, graphic organizers/guided outlines
2. Use individual or small-group instruction

Goals

Domain/Type	Goal	Current Progress
Speaking	Speaking: Level 2 Student Moving to Level 3 Performance Definition: Student uses social and instructional words and expressions across content areas History: 1/20/2015 - On track - Susan Johnson	On track Updated: 1/20/2015

Ellevation: Language Development Plan (LDP)

Domain/Type	Goal	Current Progress
Reading	5-6 Reading: Level 5 Student Moving to Level 6 Performance Definition: Student can understand rich descriptive text with complex sentences. History: 1/20/2015 - Not met - Susan Johnson	Not met Updated: 1/20/2015
Reading	Reading: Level 5 Student Moving to Level 6 Performance Definition: Student can understand cohesive and organized related ideas within a text. History: 1/20/2015 - Met - Susan Johnson	Met Updated: 1/20/2015
Reading	Reading: Level 5 Student Moving to Level 6 Performance Definition: Student can read and understand text using a broad range of sentence patterns characteristic of particular content areas. History: 1/20/2015 - On track - Susan Johnson	On track Updated: 1/20/2015
Reading	Reading: Level 5 Student Moving to Level 6 Performance Definition: Student can read and understand text with words and expressions with shades of meaning across content areas. History: 1/20/2015 - Not met - Susan Johnson	Not met Updated: 1/20/2015
Reading	Reading: Level 5 Student Moving to Level 6 Performance Definition: Student can read and understand text using compound, complex grammatical construction (e.g. multiple phrases and clauses) History: 1/20/2015 - Not met - Susan Johnson	Not met Updated: 1/20/2015
Writing	Writing: Level 3 Student Moving to Level 4 Performance Definition: Student uses specific content language including cognates and expressions when writing independently History: 1/20/2015 - Not met - Susan Johnson	Not met Updated: 1/20/2015
Writing	Writing: Level 3 Student Moving to Level 4 Performance Definition: Student uses words or expressions with multiple meanings across content areas writing independently History: 1/20/2015 - Not met - Susan Johnson	Not met Updated: 1/20/2015
Writing	Writing: Level 3 Student Moving to Level 4 Performance Definition: Student uses sentence patterns across content areas writing independently History: 1/20/2015 - On track - Susan Johnson	On track Updated: 1/20/2015
Writing	Writing: Level 3 Student Moving to Level 4 Performance Definition: Student uses repetitive grammatical structures with occasional variation when writing independently History: 1/20/2015 - Met - Susan Johnson	Met Updated: 1/20/2015

Language Development Plan (LDP) Accommodations

Kenosha Unified School

Page: 2a

The next section shows the testing situation for this particular student. Based on each LEP student's ELP scores, the State has created a cut score chart which gives LEAs guidance into what accommodations they can make for the student's testing. The accommodations listed below will be used by the student during standardized testing. All testing accommodations must be implemented in the classroom.

Student:

Test ID #:

Year & Semester: 2014/2015 - Year

Comments/Justification

Definitions, if applicable:

- *Regular Testing without Accommodations:* The student will take the test in a regular testing environment with no accommodations allowed.
- *Exempt from Testing:* The student will not take the test or any other alternative assessment for this test.
- *Testing with Accommodations:* The student will take the test with one or more Accommodations. For example, if needed, LEP students will be provided with a native-language English dictionary.

If the student qualifies for accommodations, then the student is permitted to use them in all testing situations. The student needs to be comfortable and used to each accommodation so when the end of the year testing time comes, they are used to having the listed accommodations. Please modify assessments using the accommodations for the student throughout the year on teacher made tests and other classroom assessments. Since this student is deemed LEP, they are eligible to receive LEP Services.

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Notification of English Language Program Exit

Student: .
Grade Level: 1

School: Dimensions Of Learning Academy
LEP Status: LEP

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the WIDA MODEL for K, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision and your rights as a parent.

took the **WIDA MODEL** for K on **10/20/2014** and their ELP assessment results are listed below:

Oral	Literacy	Composite Proficiency Level (CPL) 5.3
------	----------	---

The WIDA MODEL K test results are ranked into the following categories:

- Proficiency Level - Description

- 1 - **Entering** - Knows and uses minimal social language and minimal academic language with visual support
- 2 - **Emerging** - Knows and uses some social English and general academic language with visual support
- 3 - **Developing** - Knows and uses social English and some specific academic language with visual support
- 4 - **Expanding** - Knows and uses social English and some technical academic language
- 5 - **Bridging** - Knows and uses social and academic language working with grade level material
- 6 - **Reaching** - Knows and uses social and academic language at the highest level measured by this test

Additional factors used to determine your child's placement:

State mandated standardized test
Committee determination
Teacher's recommendation
Classroom performance
Parent consultation
W-APT or MODEL Screener

Although your child is no longer eligible for English Language Development services, he/she will be monitored for academic achievement for two years from the time English language proficiency was attained.

I encourage you to attend parent-teacher conferences and school events to support your child's academic success. Your efforts will help us meet the 2014/2015 expected rate for graduation of 85%.

If you have any questions about your child's placement or the type of program options available to you, please contact _____ at _____.

<input type="checkbox"/>	Yes, I approve of this placement for my child.
<input type="checkbox"/>	No, I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language development. I understand that my child will be tested annually on a state-approved ELP assessment until he/she attains English proficiency.

Please sign and date this letter below and return it to the ESL teacher.

Parent/Guardian Signature: _____ Date: _____ Phone Number: _____

Kenosha Unified School



Language Acquisition Programs Infinite Campus Update Form for English Learners

<input type="checkbox"/> New Student	<input type="checkbox"/> Update Student
---	--

LAP Teacher Name:	Date of Request:
Student Name (Last, First, Middle):	Student ID Number:
Grade:	Building Name:
Gender Male Female	Birth Date:
Student New to U.S. • Date of Entry to U.S. Schools Student is <i>not</i> new to USA • Former School • State Primary Language Dialect and/or Country Student Qualifies for LAP Services: <input type="checkbox"/> Yes <input type="checkbox"/> No LAP Enrollment Date	Parent/Guardian Acceptance of LAP Services: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Pending Date of Acceptance • If no, was a waiver signed: <input type="checkbox"/> Yes <input type="checkbox"/> No • For no response, list dates & methods of attempted contact: • _____ • _____ • _____ • Date of Parent Meeting Check individuals present at meeting: <input type="checkbox"/> LAP Teacher <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Other
DPI Level <input type="checkbox"/> ACCESS <input type="checkbox"/> WAPT <input type="checkbox"/> MODEL (check one) • Score • Date Administered	Date of Exit from Program • Achieved 6.0 or higher on ACCESS <input type="checkbox"/> Yes <input type="checkbox"/> No • Manually Reclassified Up • Manually Reclassified Down
Monitoring Status: • Year 1: <input type="checkbox"/> Yes <input type="checkbox"/> No • Year 2: <input type="checkbox"/> Yes <input type="checkbox"/> No	• Items in yellow must be completed • Submit electronically • Keep copy in Red Folder
Office Use Only: Date entered:	Notes:

Thursday, August 21, 2014

K-12 Program Services for English Language Learners

Our school district provides English language instruction within the context of academic content – using grade-level curriculum – to students at all levels of English language proficiency (ELP) by offering the following programs:

Computerized Language Instruction

Sheltered English Instruction (SEI): This program provides nearly all classroom instruction in English with curriculum and instruction designed for English learners. English learners receive instruction to acquire the academic English they need to meet grade-level content standards.

Heritage Language (HLA): This program uses the non-English language background (heritage or indigenous language) of the students as the primary language of instruction to renew/reclaim that language. The program also provides instruction in and through English.

Bilingual Program: Serves identified LEP students in both English and their native language. Academic growth is accelerated through cognitively challenging academic work in the student's first language along with meaningful academic content taught through the student's second language, English. The goal is to promote high levels of academic achievement and full academic language proficiency in the student's first language and English.

Transitional Bilingual Education Program: This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the English language learner's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.

Dual Language/Two-Way Immersion Program: A bi-literacy program that integrates students who are proficient in English and identified LEP students in both English and another language. Instruction is provided to both native English speakers and native speakers of another language in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language.

Structured English Immersion: The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students.

English Language Tutoring (ELT): One-on-one or small group tutoring/assistance to ELLs outside of school hours, concentrated on accelerating English language proficiency.

Content-based ESL: An English program that serves identified LEP students in English only by providing a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English-as-a-second-language instruction with subject matter instruction that focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

English Language Mainstream: Students are instructed in English at all times with grade-level curriculum and materials. Students continue to receive additional and appropriate instruction in order to meet the requirements to be reclassified as proficient in English language.

Pull Out/Push In ESL: An English program that serves identified LEP students in English only by providing a certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Newcomer Program: A short-term program that teaches English and acculturation to U.S. schools, as well as academic subjects. The Newcomer Program is for students who are recent immigrants to the United States, with limited English proficiency and/or limited education in their native countries. Students attend special classes separate from native English-speaking students for a limited period of time.

FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE



Kenosha

District Report Card Detail | 2013-14 | Annual Measurable Objectives

Annual Measurable Objectives

The U.S. Department of Education requires Annual Measurable Objectives (AMOs) for all students and student groups for reading proficiency, mathematics proficiency, high school graduation rate, and attendance rate. The data below are provided for informational purposes and are not used to calculate a district's Accountability Score.

Reading Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Met Target
	2013-14			2012-13 and 2013-14 Average				
	Students Tested	Proficient and Advanced	Percent	Students Tested	Proficient and Advanced	Percent		
All Students	10,356	3,084	29.8%	20,934	6,128	29.3%	42.7%	No
American Indian or Alaska Native	46	13	28.3%	93	27	29.1%	36.2%	Yes-CI
Asian or Pacific Islander	217	117	53.9%	428	221	51.6%	40.1%	Yes
Black not Hispanic	1,814	242	13.3%	3,567	457	12.8%	31.2%	No
Hispanic	2,608	424	16.3%	5,208	810	15.6%	33.5%	No
White not Hispanic	5,671	2,288	40.3%	11,638	4,613	39.6%	45.8%	No
Students with Disabilities	1,111	106	9.5%	2,334	215	9.2%	31.8%	No
Economically Disadvantaged	5,268	833	15.8%	10,492	1,618	15.4%	34.8%	No
Limited English Proficient	1,233	82	6.7%	2,442	150	6.2%	29.7%	No

Mathematics Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Met Target
	2013-14			2012-13 and 2013-14 Average				
	Students Tested	Proficient and Advanced	Percent	Students Tested	Proficient and Advanced	Percent		
All Students	10,357	4,147	40.0%	20,929	8,569	40.9%	56.0%	No
American Indian or Alaska Native	46	16	34.8%	93	39	41.9%	47.4%	Yes-CI
Asian or Pacific Islander	217	150	69.1%	428	294	68.7%	56.8%	Yes
Black not Hispanic	1,814	323	17.8%	3,566	660	18.5%	41.4%	No
Hispanic	2,609	680	26.1%	5,210	1,399	26.8%	46.2%	No
White not Hispanic	5,671	2,978	52.5%	11,632	6,177	53.1%	59.5%	No
Students with Disabilities	1,111	149	13.4%	2,333	327	14.0%	43.0%	No
Economically Disadvantaged	5,269	1,272	24.1%	10,489	2,634	25.1%	47.4%	No
Limited English Proficient	1,234	211	17.1%	2,444	433	17.7%	44.7%	No

Notes

- Under Met Target, "Yes-CI" stands for Yes - Confidence Interval, meaning the group met its AMO target within a 95 percent confidence interval.
- Two-year average is only calculated when both years meet the group size requirement.

Wisconsin Department of Public Instruction | dpi.wi.gov

Report cards for different types of schools or districts should not be directly compared.

ESL CURRICULUM DESIGN TEAM COMMITTEE MEMBERS

Patricia Alvara	Ebsola Creative Arts Elementary School
Amy Baratta	Bullen Middle School
Michelle Brean	Lincoln Middle School
Karen Duchene	Bradford High School
Nicole Gamez	Mahone Middle School
Sarah Gomez	Bradford High School
Beverly Keelin	Tremper High School
Patricia Labarre	Jefferson Elementary School
Natalie Marciniak	Forest Park Elementary School
Michelle Serpe	Brass Elementary School
Sarah Smith	Educational Support Center
Abigail Stanislawski	Bullen Middle School
Delia Torres	Roosevelt Elementary School
Julie Weavel	Indian Trail High School
Allison Wild	Bradford High School
Jayne Wright	Washington Middle School

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated: March 10, 2015

Name: Sarah Smith (Coordinator of Language Acquisition Programs)

Department & School: Language Acquisition Program-ESL (Department of Teaching and Learning)

Proposed Course Name: English Language Development I (ELD I)

☒ New Course ☒ New Name Length: Quarter Credits: 1
☐ Removal/Replacement of Course 2 Semester

Student Prerequisites:

A student planning on taking this course should be an English language learner with an Access tier level of 1.0 to 2.4. The course will be available for students in ninth through twelfth grade.

Rationale for Course:

The English-as-a-second-language teachers expressed a need for a course to help strengthen English skills of Kenosha Unified English language learners. ELD I is designed for students who speak English-as-a-second-language.

Proposed Course Description:

The ELD I course provides the opportunity for English language learner students to strengthen and advance their communication and academic skills in English. The purpose of this course is to strengthen English language acquisition by focusing on literacy skills, grammar skills, and building academic vocabulary.

Content Standards and Benchmarks:

This course is tied to the WIDA English language development standards:

- English Language Development Standard One: Social and Instructional Language
- English Language Development Standard Two: The language of Language Arts
- English Language Development Standard Three: The language of Mathematics
- English Language Development Standard Four: The language of Science
- English Language Development Standard Five: The language of Social Studies

Pacing Guide/Scope and Sequence:

The ELD curriculum design team met during the summer of 2014 to create curriculum for this course. The ELD I course includes a yearlong scope and sequence and eight unit plans for instruction over the school year. A sample year at a glance is provided in Appendix H

for instruction over the school year. A sample year at a glance is provided in Appendix J and one sample unit plan for the course is provided in Appendix K.


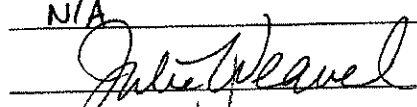
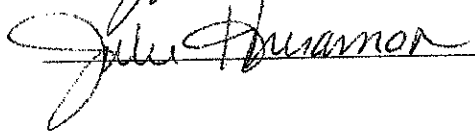
Cost Associated with the Course:

The needs for this course are listed below:

Teacher training: \$800.00 (Title III budget)

Instructional Materials: \$6,000.00 (Teaching and Learning budget)

Approvals:

	<u>Name(s)</u>	<u>Date</u>
Department head & Principal		<u>2-20-15</u>
Building Review Committee	<u>N/A</u>	
District Review Committee		<u>2/20/15</u>
Central Office		<u>2-20-15</u>

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated: March 10, 2015

Name: Sarah Smith (Coordinator of Language Acquisition Programs)

Department & School: Language Acquisition Program- ESL (Department of Teaching and Learning)

Proposed Course Name: English Language Development Two (ELD II)

☒ New Course ☒ New Name Length: Quarter Credits: 1
☐ Removal/Replacement of Course 2 Semester

Student Prerequisites:

A student planning on taking this course should be an English language learner with an Access tier level of 2.5 to 3.4. The course will be available for students in ninth through twelfth grade.

Rationale for Course:

The English-as-a-second-language teachers expressed a need for a course to help strengthen English skills of Kenosha Unified English language learners. ELD II is designed for students who speak English-as-a-second-language.

Proposed Course Description:

The ELD II course provides the opportunity for English language learner students to strengthen and advance their communication and academic skills in English. The purpose of this course is to strengthen English language acquisition by focusing on literacy skills, grammar skills, and building academic vocabulary.

Content Standards and Benchmarks:

This course is tied to the WIDA English language development standards:

- English Language Development Standard One: Social and Instructional Language
- English Language Development Standard Two: The language of Language Arts
- English Language Development Standard Three: The language of Mathematics
- English Language Development Standard Four: The language of Science
- English Language Development Standard Five: The language of Social Studies

Pacing Guide/Scope and Sequence:

The ELD curriculum design team met during the summer of 2014 to create curriculum for this course. The ELD II course includes a yearlong scope and sequence and eight unit plans

and one sample unit plan for the course is provided in Appendix I.

Cost Associated with the Course:

The needs for this course are listed below:

Teacher training: \$800.00 (Title III budget)

Instructional Materials: \$6,000.00 (Teaching and Learning budget)

Approvals:

	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	<u>Seal S. S. S.</u>	<u>2-20-15</u>
Building Review Committee	<u>N/A</u>	
District Review Committee	<u>Julie Heavel</u>	<u>2/20/15</u>
Central Office	<u>Julie Heavel</u>	<u>2-20-15</u>

APPENDIX G

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: National Geographic

Purchased Good/Program: National Geographic Edge, Inside the USA, and REACH instructional materials

Start Date/Date Needed: August 2015

1. PURPOSE – What is the purpose of the proposed purchase?

Edge (high school), *Inside the USA* (middle school), and *REACH* (elementary) instructional materials will be used to support English language development for English as a second language students.

2. FUNDING – What is the funding source for this purchase?

The total cost of this activity is \$70,000.00

- High school instructional materials-\$12,000
- Middle school instructional materials-\$22,000
- Elementary instructional materials-\$36,000

Teaching and Learning 2014-15 district operating budget-\$70,000

At each level the materials include textbooks and teacher resources.

3. EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?

The purchase of these instructional materials will enhance the curriculum of the English language development courses at the high school and middle school level. These materials will also aid the grade level intervention blocks at the piloted elementary schools. These materials were selected by the English as a second language curriculum design team committees as the best resources to help strengthen the conversational and academic language of the district's English language learner population.

4. START DATE – When is the anticipated start date?

Course start date September 1, 2015

Your response does not establish approval of either a contract or a purchase order.

Signature

Julie H. Hume

Date 2-20-15

**ENGLISH LANGUAGE DEVELOPMENT I
SCOPE AND SEQUENCE
YEAR AT A GLANCE**

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
-----------	-----------	-----------	-----------

Units

Introduction	Unit 2: Families	Unit 4: Help	Unit 6: Responsibility
Unit 1: Influences	Unit 3: Identity	Unit 5: Justice	Unit 7: Impression

Pacing

(21 days per unit) 42 days per quarter	(21 days per unit) 42 days per quarter	(21 days per unit) 42 days per quarter	(21 days per unit) 42 days per quarter
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English/Language Arts Anchor Standards

<p>Read text analytically using annotations.</p> <p>Read a range of texts in diverse formats for a variety of purposes.</p> <p>Use spoken and written language to discover, shape meaning, and reach new understanding.</p> <p>Develop the connection between writing and thinking.</p> <p>Use reading and writing to build strong content knowledge.</p>	<p>Incorporate textual evidence to support analysis, reflection, and research.</p> <p>Demonstrate an understanding of the subject under investigation through questioning, adjusting the search, and analyzing and synthesizing sources.</p> <p>Evaluate the credibility and accuracy of information to support analysis, reflection, and research.</p>	<p>Integrate knowledge and ideas within and across texts to think critically and creatively.</p> <p>Analyze the craft and structure within a text to determine an author's purpose and perspective. Engage in collaborative discussions appropriate to task, audience, and purpose with diverse partners to express, develop, and refine thinking.</p>	<p>Use digital media, visual displays, and language strategically and capably in presentations appropriate to task, purpose, and audience to express information and enhance listeners' understanding.</p>
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WIDA Social and Instructional Standards Grades 9 Through 12

<p><u>Speaking</u></p> <ul style="list-style-type: none"> • Answer questions that express likes and dislikes. • Answer a range of questions that express personal preferences. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Respond (nonverbally) to commands pertaining to classroom routines (e.g., “Close your book.”). <p><u>Reading</u></p> <ul style="list-style-type: none"> • Identify text features or web resources used for assignments (e.g., titles or authors). • Match text features or web resources with their uses for assignments (e.g., using a table of contents to find topics). 	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • Answer a range of questions that express personal preferences. • Express personal preferences or points of view. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Respond (nonverbally) to questions pertaining to multiple-step classroom instructions (e.g., “What is the last word on page 45 of the dictionary?”). • Respond (nonverbally) to explicit language pertaining to classroom instructions. • Respond (nonverbally) to commands pertaining to classroom routines (e.g., “Close your book.”). 	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • Express and defend personal preferences, opinions, or points of view. • Express and defend points of view other than from a personal perspective. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Respond (nonverbally) to figurative language pertaining to classroom instructions (e.g., hyperboles or metaphors). • Respond (nonverbally) to explicit language pertaining to classroom instructions. • Respond (nonverbally) to idiomatic expressions pertaining to classroom instructions (e.g., “What 	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • Express and defend personal preferences, opinions, or points of view. • Express and defend points of view other than from a personal perspective. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Respond (nonverbally) to explicit language pertaining to classroom instructions. • Respond (nonverbally) to figurative language pertaining to classroom instructions (e.g., the use of hyperboles or metaphors). • Respond (nonverbally) to idiomatic expressions pertaining to classroom
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<p><u>Writing</u></p> <ul style="list-style-type: none"> • Complete forms read orally with identifying information, or produce facts about self. • Complete real-life forms (e.g., leases, applications, or licenses) 	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Match text features or web resources with their uses for assignments (e.g., using a table of contents to find topics). • Match types of books or web resources with information. • Identify text features (e.g., titles, authors, genre, etc.). 	<p>do you do when you hit the books?").</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Match types of books or web resources with information. • Use text features or web resources to confirm information (e.g., indexes or glossaries). • Scan entries in books or web sites to locate information. 	<p>instructions (e.g., "What do you do when you hit the books?").</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Use text features or web resources to confirm information (e.g., indexes or glossaries). • Scan entries in books or websites to locate information. • Match types of books or web resources.
	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Create announcements or invitations or form paragraphs stating who, what, when, and why. • Make requests or apologize or compose or respond to emails or personal messages in extended paragraphs. • Complete forms, read orally with identifying information, or produce facts about self. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Complete real-life forms (e.g., leases, applications, or licenses). • Create announcements or invitations or form paragraphs stating who, what, when, and why. • Make requests or apologize or compose or respond to emails or personal messages in extended paragraphs. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Complete real-life forms (e.g., leases, applications, or licenses). • Create announcements or invitations or form paragraphs stating who, what, when, and why. • Make requests or apologize or compose or respond to emails or personal messages in extended paragraphs.

	<ul style="list-style-type: none"> • Complete real-life forms (e.g., leases, applications, or licenses). 		
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APPENDIX I

ENGLISH LANGUAGE DEVELOPMENT GRADES 9 THROUGH 12 UNIT 1 OVERVIEW

Unit title: Think Again

Time frame: 21 days

Unit narrative (including real-world importance/transfer goals): Students explore the essential question, “What influences how you act?” through reading, writing, and discussion (listening and speaking).

Desired Results for Learning

<u>Big Ideas</u> <ul style="list-style-type: none"> Find out how beliefs can affect people. Find out how people get to where they want to go. Find out how easily people can be fooled. Think about how fear influences people’s actions. 	<u>Essential Questions</u> <ul style="list-style-type: none"> What influences how you act?
<u>Prerequisite Knowledge and Skills</u> <ul style="list-style-type: none"> An ability to read, communicate orally and in writing, and translate and transfer information from first language to target language (English) 	<u>Potential Misconceptions/Common Conceptual Errors</u> <ul style="list-style-type: none"> Transfer, interference, and cross-linguistic influence Sociolinguistic context of communication Affective variables False cognates Adjective placement Subject-verb agreement
<u>Essential Vocabulary</u> <ul style="list-style-type: none"> Clarify Conflict Dialogue Comedian Consent Engineer 	<u>Interdisciplinary Connections</u> <ul style="list-style-type: none"> Virtue and justice Culture, art, and society

<ul style="list-style-type: none"> • Monitor • Predict • Sequence • Strategy • Belief • Escape • Evidence • Experiment • Failure • Misfortune • Mistaken • Superstition • Career • Obstacle • Project • React • Stubborn • Confident • Convince • Doubt • Foolish • Nerves • Shock • Tragedy • Worthless • Conflict 	
<p><u>Content Standards</u></p> <p>ENGLISH/LANGUAGE ARTS ANCHOR STANDARDS</p> <ul style="list-style-type: none"> • Read text analytically using annotations. • Read a range of texts in diverse formats for a variety of purposes. • Use spoken and written language to discover, shape meaning, and reach new understanding. • Develop the connection between writing and thinking. • Use reading and writing to build strong content knowledge. 	<p><u>WIDA Social and Instructional Standards</u></p> <p>SPEAKING</p> <ul style="list-style-type: none"> • Answer questions that express likes and dislikes. • Answer a range of questions that express personal preferences. <p>LISTENING</p> <ul style="list-style-type: none"> • Respond (nonverbally) to commands pertaining to classroom routines (e.g., “Close your book.”). <p>READING</p> <ul style="list-style-type: none"> • Identify text features or web resources used for assignments (such as titles or authors). • Match text features or web resources with their uses for assignments (such as using a table of contents to find topics). <p>WRITING</p> <ul style="list-style-type: none"> • Complete forms read orally with identifying information or produce facts about self. • Complete real-life forms (such as leases, applications, or licenses).

<u>Unit Objectives</u>	<u>Criteria for Mastery</u>
<p data-bbox="185 317 394 344">GENRE FOCUS</p> <ul data-bbox="185 384 751 590" style="list-style-type: none"> • Students will be able to explore what influences how individuals act through the literary analysis of short stories by: <ul data-bbox="233 520 654 590" style="list-style-type: none"> ◦ Examining character, plot, and setting. <p data-bbox="185 627 453 655">FOCUS STRATEGY</p> <ul data-bbox="185 695 716 1041" style="list-style-type: none"> • Students will be able to explore what influences individual's actions by: <ul data-bbox="233 795 716 1041" style="list-style-type: none"> ◦ Planning and monitoring during the reading and writing process. ◦ Writing a narrative paragraph emphasizing focus and unity. ◦ Clarifying ideas. <p data-bbox="185 1079 355 1106">GRAMMAR</p> <ul data-bbox="185 1146 724 1388" style="list-style-type: none"> • Students will be able to explore what influences individual's actions by: <ul data-bbox="233 1247 724 1388" style="list-style-type: none"> ◦ Identifying different types and components of sentences and focusing on subjects and predicates and subject-verb agreement. <p data-bbox="185 1425 407 1453">VOCABULARY</p> <ul data-bbox="185 1493 724 1663" style="list-style-type: none"> • Students will be able to explore what influences individual's actions by: <ul data-bbox="233 1593 724 1663" style="list-style-type: none"> ◦ Using word parts to understand key vocabulary (prefix/suffix). 	<ul data-bbox="781 310 1320 894" style="list-style-type: none"> • Students will demonstrate mastery by: <ul data-bbox="829 380 1320 894" style="list-style-type: none"> ◦ Recognizing character, plot, and setting. ◦ Analyzing features of text and cultural perspectives using evidence from text. ◦ Producing works with focus and unity. ◦ Using appropriate grammatical sentence structure. ◦ Using prefixes/suffixes to understand key vocabulary.

Evidence of Learning

Preassessment

- Lexile/MAP® data
- Anticipation journals
- Concept maps
- Informational/interest surveys
- Teacher-prepared pretests
- Writing prompts

Unit Assessment

- Authentic (children's book)
- Common (i.e., written and spoken)
- Cluster test aligned with text

Alignment to Smarter Balanced Assessment/Wisconsin Knowledge and Concepts Examination/ACT

- The assessments and practice tasks for this unit exemplify the skills and context necessary for success on standardized assessments.
 - Frequency of writing
 - Students will produce short and extended written responses.
 - Integration of information
 - Written responses require a synthesis of information from multiple sources.
 - Selection of support
 - Answers to text-dependent questions require high level thinking skills and supporting details.

Universal Instruction

HIGH IMPACT INSTRUCTIONAL STRATEGIES	INSTRUCTIONAL STRATEGIES (RETEACHING)	ENRICHMENT STRATEGIES
<p><u>Reading Comprehension</u></p> <p>Teacher will directly and explicitly instruct students using the following comprehension strategies:</p> <ul style="list-style-type: none"> • Direct, explicit instruction; • Show, don't tell; • Connect reading to students' lives and their out-of-school literacies; • Focused instruction; • Promote transfer across genres; and • Encourage cognitive collaboration based on students' individual needs and Individualized Educational Plans. <p><u>Vocabulary (Listening and Speaking)</u></p> <p>Teacher will directly and explicitly instruct students using the following vocabulary strategies:</p>	<p>Teacher will reteach using:</p> <ul style="list-style-type: none"> • Peer tutoring, • Reciprocal teaching, • Review sessions • Visuals, • Modeling, • Direct instruction, • Hands-on applications, • Graphic organizers, • Sticky notes, • Annotating, and • Other best practice strategies <p>based on students' individual needs and Individualized Educational Plans.</p>	<p>Teacher will enhance student learning through:</p> <ul style="list-style-type: none"> • Extension activities, • Tiered assignments, • Mentorship, and • Independent study.

<ul style="list-style-type: none"> • Rich and varied language experiences and • Direct teaching of individual words, independent word learning strategies, and fostering word consciousness based on students' individual needs and Individualized Educational Plans. <p><u>Writing</u></p> <p>Teacher will directly and explicitly instruct students using the following writing strategies:</p> <ul style="list-style-type: none"> • Encourage students to bring languages and experiences from their home communities to be used as resources; • Teachers will act as coinquirers and colearners; • Ask students to use writing to collect, analyze, synthesize, and communicate; and • Follow the writing process using text-based evidence. 		
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Differentiation

- Get to know as much as possible about each student.
 - Learning styles
 - Family situation
 - Extracurricular interests
 - Future plans
 - Any other strengths and supports
- Have high expectations for all students.
 - Believe in their ability to meet all expectations if provided the support in the way that meets their needs.
- Have a variety of research-based instructional strategies at hand.
 - Start with backward design and a clarity about student expectations so that a plan can be created for each student once it is determined where he/she is in his/her learning and readiness.
- Use ongoing assessment to guide instruction.
 - Daily observational assessment combined with written and spoken formative assessments will provide clear information about each student's progress and level of readiness.
- Provide multiple types of assessment.
 - Summative assessments are designed to be open ended and allow flexibility in areas not related to the standard being assessed.
- Collaborate
 - Continuously work with colleagues who have had success with individual students and with those who have experience with language learning and writing instruction.
- Use flexible grouping.
 - Allow grouping of students based upon varied talents and interests while providing smaller group interaction with the teacher and increased support for students as needed.
- Make content comprehensible for all students.

- As needed, support will be provided including, but not limited to, visuals, simplified text, whole-group discussion, small-group discussion, and comparison to known materials such as television programs or other reading material that assists students in creating meaning.

Resources for Unit

- *Edge text, Level A*
- *Reading and Writing Transparencies*
- *Edge Library Teacher's Guide*
- *Edge Interactive Practice Book*
- *Language and Grammar Lab Transparencies*
- Grammar and writing practice book
- Fluency passages
- Assessments and rubrics
- CD ROMs for readings and texts
- Internet resources

**ENGLISH LANGUAGE DEVELOPMENT II
SCOPE AND SEQUENCE
YEAR AT A GLANCE**

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
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Units

Introduction Unit 1: Influences	Unit 2: Creativity Unit 3: Hero	Unit 4: Knowledge Unit 5: Fear	Unit 6: Media Unit 7: Relationships
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Pacing

(21 days per unit) 42 days per quarter	(21 days per unit) 42 days per quarter	(21 days per unit) 42 days per quarter	(21 days per unit) 42 days per quarter
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English/Language Arts Anchor Standards

<p>Read text analytically using annotations.</p> <p>Read a range of texts in diverse formats for a variety of purposes.</p> <p>Use spoken and written language to discover, shape meaning, and reach new understanding.</p> <p>Develop the connection between writing and thinking.</p> <p>Use reading and writing to build strong content knowledge.</p>	<p>Incorporate textual evidence to support analysis, reflection, and research.</p> <p>Demonstrate an understanding of the subject under investigation through questioning, adjusting the search, and analyzing and synthesizing sources.</p> <p>Evaluate the credibility and accuracy of information to support analysis, reflection, and research.</p>	<p>Integrate knowledge and ideas within and across texts to think critically and creatively.</p> <p>Analyze the craft and structure within a text to determine an author's purpose and perspective. Engage in collaborative discussions appropriate to task, audience, and purpose with diverse partners to express, develop, and refine thinking.</p>	<p>Use digital media, visual displays, and language strategically and capably in presentations appropriate to task, purpose, and audience to express information and enhance listeners' understanding.</p>
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WIDA Social and Instructional Standards Grades 9 Through 12

<p><u>Speaking</u></p> <ul style="list-style-type: none"> Express personal preferences or points of view. <p><u>Listening</u></p> <ul style="list-style-type: none"> Respond nonverbally to idiomatic expressions and explicit language pertaining to classroom instructions. Process and respond to discourse from unfamiliar speakers and indirect sources. <p><u>Reading</u></p> <ul style="list-style-type: none"> Match types of books or web resources with information needed for assignments. Use text features or web features to confirm information for assignments. 	<p><u>Speaking</u></p> <ul style="list-style-type: none"> Express personal preferences or points of view. Express and defend personal preferences, opinions, and points of view. <p><u>Listening</u></p> <ul style="list-style-type: none"> Respond nonverbally to idiomatic expressions and explicit language pertaining to classroom instructions. Process and respond to discourse from unfamiliar speakers and indirect sources. <p><u>Reading</u></p> <ul style="list-style-type: none"> Match types of books or web resources with information needed for assignments. 	<p><u>Speaking</u></p> <ul style="list-style-type: none"> Express personal preferences or points of view. Express and defend personal preferences, opinions, and points of view. Recommend and discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, and magazine articles. <p><u>Listening</u></p> <ul style="list-style-type: none"> Respond nonverbally to idiomatic expressions and explicit language pertaining to classroom instructions. <ul style="list-style-type: none"> Process and respond to discourse from unfamiliar speakers and indirect sources. 	<p><u>Speaking</u></p> <ul style="list-style-type: none"> Express personal preferences or points of view. Express and defend personal preferences, opinions, and points of view. <p><u>Listening</u></p> <ul style="list-style-type: none"> Respond nonverbally to idiomatic expressions and explicit language pertaining to classroom instructions. Process and respond to discourse from unfamiliar speakers and indirect sources. <p><u>Reading</u></p> <ul style="list-style-type: none"> Match types of books or web resources with information needed for assignments.
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<ul style="list-style-type: none"> • Skim material for relevant information. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Create announcement or invitations or form paragraphs stating who, what, when, and why. • Reflect on the use of language or newly acquired language patterns. • Edit, revise, or rephrase written language based on feedback. 	<ul style="list-style-type: none"> • Use text features or web features to confirm information for assignments. • Skim material for relevant information. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Create announcements or invitations or form paragraphs stating who, what, when, and why. • Reflect on the use of language or newly acquired language patterns. • Edit, revise, or rephrase written language based on feedback. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Match types of books or web resources with information needed for assignments. • Use text features or web features to confirm information for assignments. • Scan materials to verify information or hypotheses. • Skim material for relevant information. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Create announcements or invitations or form paragraphs stating who, what, when, and why. • Reflect on the use of language or newly acquired language patterns. • Edit, revise, or rephrase written language based on feedback. 	<ul style="list-style-type: none"> • Use text features or web features to confirm information for assignments. • Skim materials for relevant information. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Create announcements or invitations or form paragraphs stating who, what, when, and why. • Make requests, apologize, or compose or respond to emails or personal messages in emails or extended messages. • Reflect on the use of language or newly acquired language patterns. • Edit, revise, or rephrase written language based on feedback.
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**ENGLISH LANGUAGE DEVELOPMENT II
GRADES 9 THROUGH 12
UNIT 1 OVERVIEW**

Unit title: Choices

Time frame: 21 days

Unit narrative (including real-world importance/transfer goals): Students explore the essential question, “What influences a person’s choices?” through reading, writing, and discussion (listening and speaking).

Desired Results for Learning

<p><u>Big Ideas</u></p> <ul style="list-style-type: none"> • Explore the effect of family and friends on choices. • Find out how circumstances affect choices. • Discover how society influences choices. • Consider what causes people to change their minds. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What influences a person’s choices?
<p><u>Prerequisite Knowledge and Skills</u></p> <ul style="list-style-type: none"> • An ability to read, communicate orally and in writing, translate, and transfer information from first language to target language (English) 	<p><u>Potential Misconceptions/Common Conceptual Errors</u></p> <ul style="list-style-type: none"> • Transfer, interference, and cross-linguistic influence • Sociolinguistic context of communication • Affective variables • False cognates • Subject-verb agreement • Word structure (prefix/suffix) • Sentence structure
<p><u>Essential Vocabulary</u></p> <ul style="list-style-type: none"> • Clarify • Monitor • Contact • Empathy 	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> • Virtue and justice • Culture, art, and society

<ul style="list-style-type: none"> • Predict • Affect • Conflict • Contribute • Disrespect • Generation • Motivation • Privilege • Responsible • Circumstances • Commit • Consequence • Juvenile • Maturity • Salvage • Humiliating • Imitation • Inspire • Luxury • Perceive • Poverty • Symbol • Value 	
<p><u>Content Standards</u></p> <p>ENGLISH/LANGUAGE ARTS ANCHOR STANDARDS</p> <ul style="list-style-type: none"> • Read text analytically using annotations. • Read a range of texts in diverse formats for a variety of purposes. • Use spoken and written language to discover, shape meaning, and reach new understanding. • Develop the connection between writing and thinking. • Use reading and writing to build strong content knowledge. 	<p><u>WIDA Social and Instructional Standards</u></p> <p>SPEAKING</p> <ul style="list-style-type: none"> • Express personal preferences or points of view. <p>LISTENING</p> <ul style="list-style-type: none"> • Respond nonverbally to idiomatic expressions and explicit language pertaining to classroom instructions. • Process and respond to discourse from unfamiliar speakers and indirect sources. <p>READING</p> <ul style="list-style-type: none"> • Match types of books or web resources with information needed for assignments. • Use text features or web features to confirm information for assignments. • Skim material for relevant information. <p>WRITING</p> <ul style="list-style-type: none"> • Create announcements or invitations or form paragraphs stating who, what, when and why. • Reflect on the use of language or newly acquired language patterns.

	<ul style="list-style-type: none"> Edit, revise, or rephrase written language based on feedback.
<p><u>Unit Objectives</u></p> <p>GENRE FOCUS</p> <ul style="list-style-type: none"> Students will be able to explore what influences a person's choices through the literary analysis of short stories by: <ul style="list-style-type: none"> Examining character, plot, setting, and theme. <p>FOCUS STRATEGY</p> <ul style="list-style-type: none"> Students will be able to explore what influences a person's choices by: <ul style="list-style-type: none"> Planning and monitoring during the reading and writing process. Writing an autobiographical narrative emphasizing focus and unity. Clarifying ideas. <p>GRAMMAR</p> <ul style="list-style-type: none"> Students will be able to explore what influences a person's choices by: <ul style="list-style-type: none"> Identifying different types and components of sentences and focusing on subjects and predicates and subject-verb agreement. <p>VOCABULARY</p> <ul style="list-style-type: none"> Students will be able to explore what influences a person's choices by: <ul style="list-style-type: none"> Using word parts to understand key vocabulary (prefixes, Greek roots, and suffixes). 	<p><u>Criteria for Mastery</u></p> <ul style="list-style-type: none"> Students will demonstrate mastery by: <ul style="list-style-type: none"> Recognizing character, plot, and setting. Analyzing features of text and cultural perspectives using evidence from text. Producing works with focus and unity. Using appropriate grammatical sentence structure. Using prefixes, Greek roots, and suffixes to understand key vocabulary.

Evidence of Learning

Peassessment

- Lexile/MAP® data
- Anticipation journals
- Concept maps
- Informational/interest surveys
- Teacher-prepared pretests
- Writing prompts

Unit Assessment

- Authentic (television talk show)
- Common (i.e., written and spoken)
- Cluster test aligned with text

Alignment to Smarter Balanced Assessment/Wisconsin Knowledge and Concepts Examination/ACT

- The assessments and practice tasks for this unit exemplify the skills and context necessary for success on standardized assessments.
 - Frequency of writing
 - Students will produce short and extended written responses.
 - Integration of information
 - Written responses require a synthesis of information from multiple sources.
 - Selection of support
 - Answers to text-dependent questions require high level thinking skills and supporting details.

Universal Instruction

HIGH IMPACT INSTRUCTIONAL STRATEGIES	INSTRUCTIONAL STRATEGIES (RETEACHING)	ENRICHMENT STRATEGIES
<p><u>Reading Comprehension</u></p> <p>Teacher will directly and explicitly instruct students using the following comprehension strategies:</p> <ul style="list-style-type: none"> • Direct, explicit instruction; • Show don't tell; • Connect reading to students' lives and their out-of-school literacies; • Focused instruction; • Promote transfer across genres; and • Encourage cognitive collaboration based on students' individual needs and Individualized Educational Plans. <p><u>Vocabulary (Listening and Speaking)</u></p> <p>Teacher will directly and explicitly instruct students using the following vocabulary strategies:</p>	<p><u>Intensification Strategies (Reteaching)</u></p> <p>Teacher will reteach using:</p> <ul style="list-style-type: none"> • Peer tutoring, • Reciprocal teaching, • Review sessions, • Visuals, • Modeling, • Direct instruction, • Hands-on applications, • Graphic organizers, • Sticky notes, • Annotating, and • Other best practice strategies <p>based on students' individual needs and Individualized Educational Plans.</p>	<p><u>Enrichment Strategies</u></p> <p>Teacher will enhance student learning through:</p> <ul style="list-style-type: none"> • Extension activities, • Tiered assignments • Mentorship, and • Independent study.

<ul style="list-style-type: none"> • Rich and varied language experiences and • Direct teaching of individual words, independent word learning strategies, and fostering word consciousness based on students' individual needs and Individualized Educational Plans. <p>WRITING</p> <p>Teacher will directly and explicitly instruct students using the following writing strategies:</p> <ul style="list-style-type: none"> • Encourage students to bring languages and experiences from their home communities to be used as resources; • Teachers will act as coinquirers and colearners; • Ask students to use writing to collect, analyze, synthesize, and communicate; and • Follow the writing process using text-based evidence. 		
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Differentiation

- Get to know as much as possible about each student.
 - Learning styles,
 - Family situation,
 - Extracurricular interests,
 - Future plans, and
 - Any other strengths and supports
- Have high expectations for all students.
 - Believe in their ability to meet all expectations if provided the support in the way that meets their needs.
- Have a variety of research-based instructional strategies at hand.
 - Start with backward design and a clarity about student expectations so that a plan can be created for each student once it is determined where he/she is in his/her learning and readiness.
- Use ongoing assessment to guide instruction.
 - Daily observational assessment combined with written and spoken formative assessments will provide clear information about each student's progress and level of readiness.
- Provide multiple types of assessment.
 - Summative assessments are designed to be open ended and allow flexibility in areas not related to the standard being assessed.
- Collaborate.
 - Continuously work with colleagues who have had success with individual students and with those who have experience with language learning and writing instruction.
- Use flexible grouping.
 - Allow grouping of students based upon varied talents and interests while providing smaller group interaction with the teacher and increased support for students as needed.
- Make content comprehensible for all students.

- As needed support will be provided including, but not limited to, visuals, simplified text, whole-group discussion, small-group discussion, and comparison to known materials such as television programs or other reading material that assists students in creating meaning.

Resources for Unit

- *Edge text, Level B*
- *Reading and Writing Transparencies*
- *Edge Library Teacher's Guide*
- *Edge Interactive Practice Book*
- *Language and Grammar Lab Transparencies*
- Grammar and writing practice book
- Fluency passages
- Assessments and rubrics
- CD ROMs for readings and texts
- Internet resources

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 10, 2015
Curriculum/Program Standing Committee

ACT Aspire Update Report

In compliance with 2011 Assembly Bill 40 Act 20 and the 2013-15 biennial state budget, Wisconsin school districts are required to assess high school students in grades 9, 10, and 11 beginning with the 2014-2015 school year. This new requirement expanded the previously required assessment using the grade 10 Wisconsin Knowledge and Concepts Exam (WKCE). Though federal requirements related to student accountability dictate a single assessment at the high school level, the Wisconsin Department of Public Instruction (DPI) entered into partnership with ACT to comprehensively assess Wisconsin high school students and expand the following assessments:

- 9th grade students will take the ACT Aspire Early High School assessment in the Fall and Spring
- 10th grade students will take the ACT Aspire Early High School assessment in Spring
- 11th grade students will take The ACT Plus Writing and the ACT WorkKeys Assessment System in the Spring

The ACT Aspire Early High School exam assesses student readiness in English, math, reading, science, and writing. ACT Aspire is an online assessment except for those few students who are allowed an alternative format through a recognized accommodation. Students in grades 9 and 10 will take the same Aspire assessment, but different benchmarks for proficiency are used for each grade level. The ACT Aspire will provide students, parents, and staff with diagnostic information regarding college readiness for the ACT assessment, which is now provided to every grade 11 student.

Regarding high school accountability in relation to the annual school report cards compiled by DPI, student growth information was not available as a priority area due to the use of a single grade 10 assessment (WKCE). It is expected that the launch of the ACT Aspire as a common and consistent assessment at grades 9 and 10 will soon allow for the high schools to factor student growth performance, similar to that of the elementary and middle school report cards.

This report was requested by multiple members of the Curriculum/Program Standing Committee and is for informational purposes. The following attachments and related presentation provide a broad overview of the ACT Aspire fall assessment and the overall performance of the grade 9 KUSD students.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kristopher Keckler
Executive Director of
Information & Accountability

Dr. Beth Ormseth
Assistant Superintendent of
Secondary Schools

Renee Blise
Research Coordinator

ACT Aspire
Low Scores, High Scores, and ACT Readiness Benchmarks by Grade Level

		ACT Aspire Score Scale by Grade Level									
Subject	Score Type	3	4	5	6	7	8	9	10		
English	Low Score	400	400	400	400	400	400	400	400		
	High Score	435	438	442	448	450	452	456	456		
	Benchmark	413	417	419	420	421	422	426	428		
Reading	Low Score	400	400	400	400	400	400	400	400		
	High Score	429	431	434	436	438	440	442	442		
	Benchmark	415	417	420	421	423	424	425	428		
Mathematics	Low Score	400	400	400	400	400	400	400	400		
	High Score	434	440	446	451	453	456	460	460		
	Benchmark	413	416	418	420	422	425	428	432		
Science	Low Score	400	400	400	400	400	400	400	400		
	High Score	433	436	438	440	443	446	449	449		
	Benchmark	418	420	422	423	425	427	430	432		
Writing	Low Score	408	408	408	408	408	408	408	408		
	High Score	440	440	440	448	448	448	448	448		
	Benchmark	428	428	428	428	428	428	428	428		
Composite	Low Score	NA	NA	NA	NA	NA	400	400	400		
	High Score	NA	NA	NA	NA	NA	449	452	452		
	Benchmark	NA	NA	NA	NA	NA	NA	NA	NA		
English Language Arts	Low Score	403	403	403	403	403	403	403	403		
	High Score	435	436	439	444	445	447	449	449		
	Benchmark	419	421	422	423	424	425	426	428		
STEM	Low Score	400	400	400	400	400	400	400	400		
	High Score	434	438	442	446	448	451	455	455		
	Benchmark	416	418	420	422	424	426	429	432		

ACT Aspire
ACT Readiness Levels by Grade Level

		ACT Aspire Scale Score Ranges by Grade Level								
Subject	ACT Readiness Level	3	4	5	6	7	8	9	10	
English	In Need of Support	400-407	400-410	400-411	400-412	400-412	400-414	400-418	400-420	
	Close	408-412	411-416	412-418	413-419	413-420	415-421	419-425	421-427	
	Ready	413-417	417-422	419-425	420-426	421-428	422-428	426-432	428-434	
	Exceeding	418-435	423-438	426-442	427-448	429-450	429-452	433-456	435-456	
Reading	In Need of Support	400-410	400-411	400-414	400-415	400-416	400-417	400-418	400-421	
	Close	411-414	412-416	415-419	416-420	417-422	418-423	419-424	422-427	
	Ready	415-418	417-421	420-424	421-425	423-428	424-429	425-430	428-433	
	Exceeding	419-429	422-431	425-434	426-436	429-438	430-440	431-442	434-442	
Mathematics	In Need of Support	400-408	400-410	400-411	400-413	400-415	400-418	400-421	400-425	
	Close	409-412	411-415	412-417	414-419	416-421	419-424	422-427	426-431	
	Ready	413-416	416-420	418-423	420-425	422-427	425-430	428-433	432-437	
	Exceeding	417-434	421-440	424-446	426-451	428-453	431-456	434-460	438-460	
Science	In Need of Support	400-413	400-414	400-416	400-417	400-419	400-421	400-423	400-425	
	Close	414-417	415-419	417-421	418-422	420-424	422-426	424-429	426-431	
	Ready	418-421	420-424	422-426	423-427	425-429	427-431	430-435	432-437	
	Exceeding	422-433	425-436	427-438	428-440	430-443	432-446	436-449	438-449	
Writing	In Need of Support	408-419	408-419	408-419	408-419	408-419	408-419	408-419	408-419	
	Close	420-427	420-427	420-427	420-427	420-427	420-427	420-427	420-427	
	Ready	428-435	428-435	428-435	428-435	428-435	428-435	428-435	428-435	
	Exceeding	436-440	436-440	436-440	436-448	436-448	436-448	436-448	436-448	

ACT Aspire – Grade 9
ACT Predicted Scores
<http://act.org/migrate/predictedscores.html>

Predicted ACT Score Range by Subject

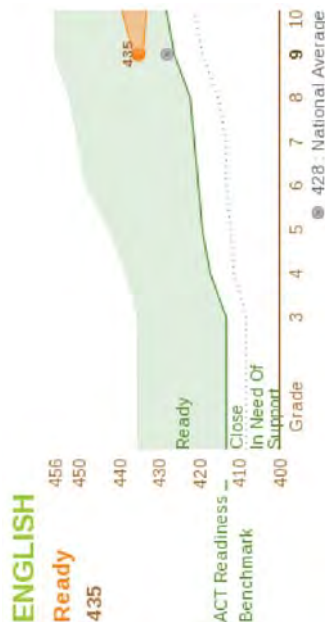
ACT Aspire Score	English	Reading	Mathematics	Science	Composite
400	2-7	7-11	6-8	7-14	3-6
401	3-8	7-11	7-9	7-14	5-8
402	3-8	8-12	7-9	7-15	5-8
403	4-9	8-12	8-11	8-15	6-9
404	4-9	9-13	8-11	8-16	6-9
405	5-10	9-14	9-12	9-16	6-9
406	5-10	10-14	9-12	9-16	7-9
407	6-11	10-15	10-13	10-17	8-11
408	6-11	10-15	10-13	10-17	8-11
409	7-12	11-16	11-14	11-17	9-12
410	7-12	11-16	11-14	11-18	9-12
411	8-13	12-17	12-15	12-18	10-13
412	8-13	12-17	12-15	12-18	11-14
413	9-14	13-18	13-16	13-20	11-14
414	9-14	13-19	13-16	14-20	12-15
415	10-15	14-19	14-17	14-20	12-16
416	10-15	15-21	14-17	14-20	13-16
417	11-16	15-21	15-18	15-21	13-17
418	12-17	16-22	15-18	15-21	14-17
419	12-17	16-22	16-19	16-22	15-18
420	13-18	17-23	16-20	16-22	16-19
421	13-18	17-23	17-20	17-23	16-19
422	14-19	18-24	17-21	17-23	17-21
423	14-19	19-25	18-21	18-23	17-21
424	15-20	19-25	18-22	18-24	18-22
425	15-20	20-27	19-22	19-24	19-22
426	16-21	20-27	19-23	19-24	19-23
427	16-21	21-28	20-24	20-25	20-23
428	17-22	21-28	20-24	20-25	21-24
429	17-22	22-29	21-25	21-25	21-24
430	18-23	23-30	21-25	21-26	22-25
431	19-23	23-30	22-26	22-26	22-26
432	19-24	24-31	22-27	22-27	23-26
433	20-25	24-32	23-27	23-27	23-27
434	20-25	25-32	23-28	23-27	24-28
435	21-26	25-33	24-28	23-28	24-28
436	21-26	25-33	24-29	24-28	25-29
437	22-27	26-34	24-29	25-29	26-30
438	22-28	27-35	25-30	25-29	27-31
439	23-28	27-36	26-31	26-30	27-31
440	23-29	27-36	26-31	26-30	28-32
441	24-29	27-36	27-32	27-31	29-32
442	24-30	27-36	27-32	27-31	29-33
443	25-31		28-33	28-31	30-34
444	26-31		28-33	28-31	30-34
445	26-32		29-34	29-32	31-35
446	27-32		29-35	29-33	32-36
447	27-33		30-35	30-33	32-36
448	28-34		30-36	30-33	32-36
449	28-34		30-36	31-34	32-36
450	29-35		30-36		32-36
451	29-35		30-36		32-36
452	30-36		30-36		33-36
453	30-36		30-36		
454	31-36		30-36		
455	31-36		30-36		
456	31-36		30-36		
457			31-36		
458			31-36		
459			32-36		
460			32-36		

ACT Aspire reports predicted score ranges for the ACT, providing estimates of how a student will perform on the ACT in the spring of 11th grade. For each subject area and the Composite score, the 25th and 75th percentiles of the ACT score distribution were estimated for each ACT Aspire score point, forming the ACT predicted score ranges.

The ACT predicted score ranges will be updated each year as more data become available for linking ACT Aspire scores to the ACT scores.

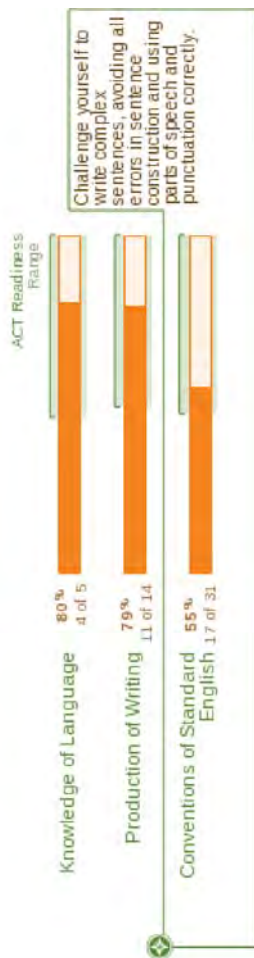
For grade 9, the estimates are based on a sample of 50,656 students who took ACT Explore in grade 9 and the ACT in grade 11. ACT Aspire scores were estimated from the ACT Explore scores using the [ACT Plan/ACT Explore to ACT Aspire concordance table \(concordance.html\)](#). Note that ACT Aspire Writing scores were not included in this analysis because ACT Explore does not include a writing test.

College and Career Readiness: Current and Predicted Path



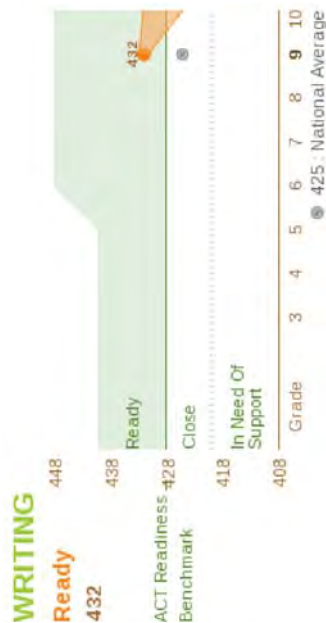
PREDICTED ACT SCORE
21 - 26

Percentage of Points Achieved in Subject Skills

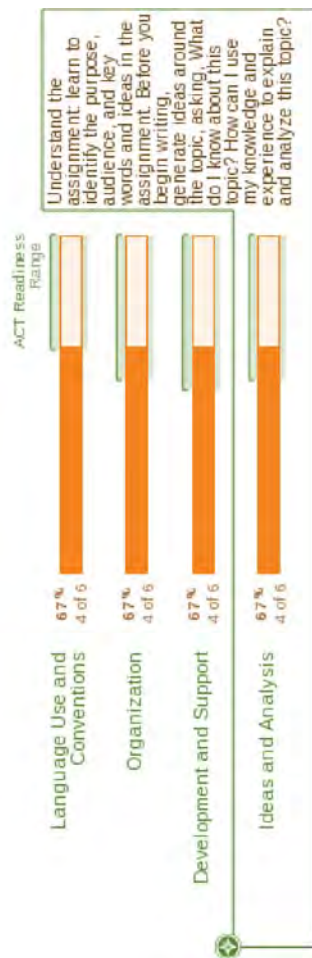


Challenge yourself to write complex sentences, avoiding all errors in sentence construction and using parts of speech and punctuation correctly.

Improvement Ideas



PREDICTED ACT SCORE
6 - 8

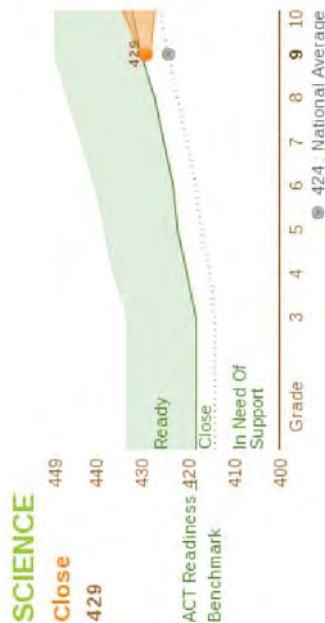


Understand the assignment: learn to identify the purpose, audience, and key words and ideas in the assignment. Before you begin writing, generate ideas around the topic, as king. What do I know about this topic? How can I use my knowledge and experience to explain and analyze this topic?

An ACT Readiness Benchmark is provided for each assessment. Students who score at or above these benchmarks are on target to meet ACT's College and Career Readiness Benchmarks when they leave high school. A student on target for College and Career Readiness is performing at an academic achievement level that indicates they are likely to be successful in college or job training after high school.

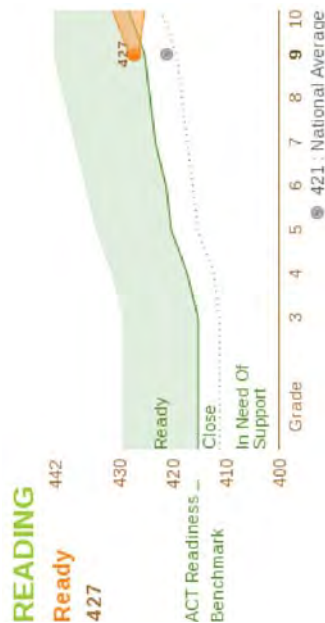
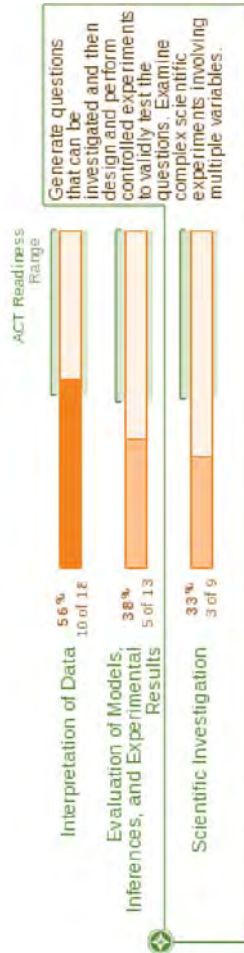
The ACT Readiness Range shows where a student who has met the ACT Readiness Benchmark on this assessment would typically perform. The predicted path for each assessment is a projection of where scores will fall based upon expected growth rates. The National Average is the mean score of all students in the norm group for the grade and subject shown.

College and Career Readiness: Current and Predicted Path

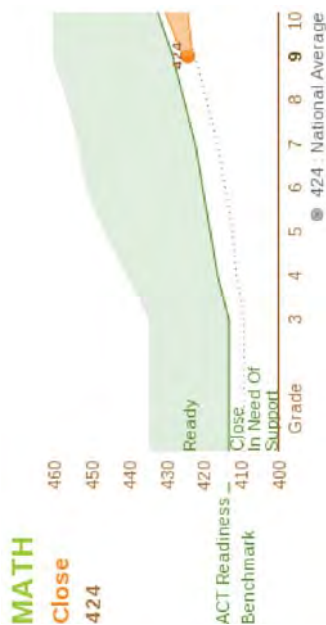


Percentage of Points Achieved in Subject Skills

Improvement Ideas

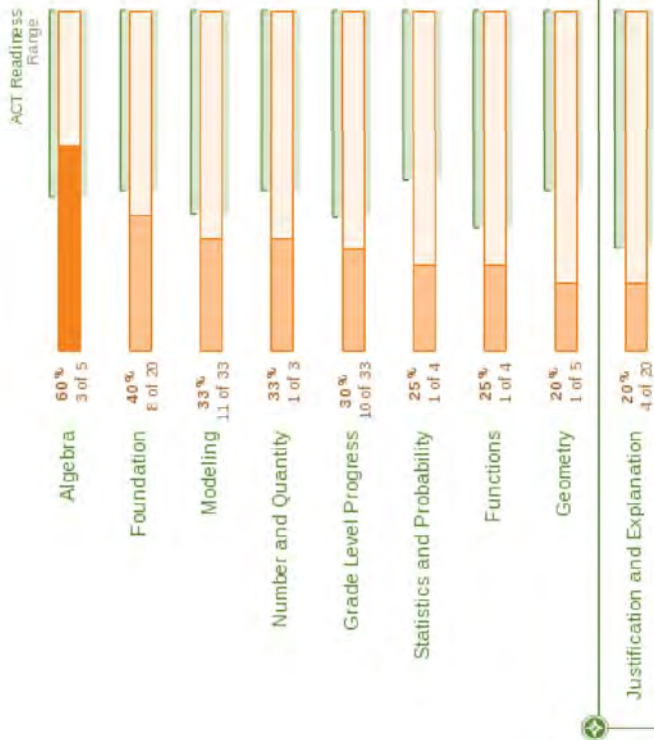


College and Career Readiness: Current and Predicted Path



**PREDICTED
ACT SCORE
18 - 22**

Percentage of Points Achieved in Subject Skills



Understand mathematical derivations and justification in your textbooks. Know the concepts behind math terms and why procedures work.

Improvement Ideas



HOW DO I LEARN MORE?

Visit our website to learn more about the ACT Aspire assessment and results: www.DiscoverACTAspire.org

NATIONAL PERCENTILE RANK



ENGLISH LANGUAGE ARTS

Ready

431

English, Reading and Writing Combined Score

Your English Language Arts (ELA) score represents your overall performance on the English, Reading, and Writing tests. The ACT Readiness Range represents the typical performance of students who meet the ACT Readiness Benchmarks in English, Reading, and Writing



The ability to communicate thoughts and ideas clearly and to read and understand increasingly complex information is foundational to academic success in all subjects.

STEM

Below Readiness
427

Science and Mathematics Combined Score

Your STEM score represents your overall performance on the Science and Math tests. The ACT Readiness Range represents the typical performance of students who meet the ACT Readiness Benchmarks in Science and Math.



Developing strong Science and Math skills opens the door for you to take interesting courses and pursue engaging college majors that may lead to rewarding STEM careers in the future. Taking challenging high school or vocational courses in Science and Math can improve your opportunities to find STEM careers in a wide variety of industries, such as Health Care, Engineering, Education, and Technology.

Your ranks show the percentage of other grade 9 students in the nation who received a score that is the same as or lower than yours. For example, a rank of 88 for your Writing score means 88% of students earned that score or below.

PROGRESS WITH TEXT COMPLEXITY

Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of factors that contribute to text complexity are vocabulary level and sentence structure. The reading test measures progress with text complexity by checking for understanding of texts from a range of complexity levels.

Sufficient Progress



Yes No



Build reading experiences with texts about a variety of subjects. Make sure to check your understanding as you read, and practice using reading strategies to make sense of challenging texts.

The books listed below demonstrate text complexity that represents sufficient progress toward college and career readiness for grade 9:

- *Things Fall Apart* by Chinua Achebe
- *Life by the Numbers* by Keith Devlin

PROGRESS TOWARDS CAREER READINESS

429

Composite Score

You are making progress toward a GOLD level on the ACT NCRC.



Learn how NCRC performance relates to job skill requirements:
<http://www.act.org/workkeys/briefs/files/NCRCRequirements.pdf>.
This information is not to be considered a substitute for actual performance on the ACT NCRC.

ACT Aspire
College and Career Readiness
Fall 2014 - Grade 9

	<u>English</u>	<u>Reading</u>	<u>Writing</u>	<u>Math</u>	<u>Science</u>	<u>Composite</u>
Students Tested	1,693	1,693	1,668	1,698	1,685	1,656
Average Composite Score	426	420	424	422	423	423
Met ACT Readiness Benchmark	854 50%	579 34%	475 28%	389 23%	384 23%	NA
<u>ACT Readiness Level</u>						
In Need of Support	405 24%	702 41%	509 31%	855 50%	870 52%	NA
Close	434 26%	412 24%	684 41%	454 27%	431 26%	NA
Ready	426 25%	443 26%	438 26%	246 14%	283 17%	NA
Exceeding	428 25%	136 8%	37 2%	143 8%	101 6%	NA
Ready and Exceeding	854 50%	579 34%	475 28%	389 23%	384 23%	NA
<u>Projected 1-Year ACT Aspire Score</u>						
Average Low Range	425	420	421	422	422	NA
Average High Range	433	427	429	428	429	NA
<u>Predicted ACT Score</u>						
Average Low Range	16	17	5	17	18	17
Average High Range	21	23	7	21	23	21

**ACT Aspire
Supplemental Scores
Fall 2014 - Grade 9**

	<u>Students Tested</u>	<u>Average Score</u>	<u>N</u>	<u>%</u>
<u>English Language Arts</u>				
Average Score	1,644	424		
ACT Readiness Range				
Below Range	1,644		986	60%
Within Range	1,644		658	40%
<u>Progress with Text Complexity</u>				
Insufficient Progress	1,693		1,235	73%
Sufficient Progress	1,693		458	27%
<u>STEM</u>				
Average Score	1,676	423		
ACT Readiness Range				
Below Range	1,676		1,325	79%
Within Range	1,676		351	21%
<u>Progress Toward Career Readiness</u>				
Average Score	1,656	423		
Predicted Career Readiness				
Insufficient Progress	1,656		40	2%
Progress Toward Bronze	1,656		226	14%
Progress Toward Silver	1,656		640	39%
Progress Toward Gold	1,656		750	45%

ACT Aspire
ACT Readiness of Subject Skills
Fall 2014 - Grade 9

<u>Subject Skills</u>	Students <u>Tested</u>	ACT Readiness Range			
		Below Range		Within Range	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>English</u>					
Conventions of Standard English	1,693	891	53%	802	47%
Knowledge of Language	1,693	993	59%	700	41%
Production of Writing	1,693	813	48%	880	52%
<u>Reading</u>					
Craft and Structure	1,693	1,191	70%	502	30%
Integration of Knowledge and Ideas	1,693	803	47%	890	53%
Key Ideas and Details	1,693	1,144	68%	549	32%
<u>Writing</u>					
Development and Support	1,668	1,358	81%	310	19%
Ideas and Analysis	1,668	1,258	75%	410	25%
Language Use and Conventions	1,668	783	47%	885	53%
Organization	1,668	1,257	75%	411	25%
<u>Mathematics</u>					
Algebra	1,698	1,475	87%	223	13%
Foundation	1,698	1,279	75%	419	25%
Functions	1,698	1,299	77%	399	23%
Geometry	1,698	1,178	69%	520	31%
Grade Level Progress	1,698	1,344	79%	354	21%
Justification and Explanation	1,698	1,114	66%	584	34%
Modeling	1,698	1,381	81%	317	19%
Number and Quantity	1,698	1,354	80%	344	20%
Statistics and Probability	1,698	900	53%	798	47%
<u>Science</u>					
Evaluation of Modes, Inferences, and Experimental Results	1,685	1,359	81%	326	19%
Interpretation of Data	1,685	1,381	82%	304	18%
Scientific Investigation	1,685	1,309	78%	376	22%



Understanding the ACT Aspire

Standing Committee
March 10, 2015

Agenda



- ACT Aspire Fall Testing Summary
- ACT Aspire Score Overview
- Example of Student Reports
- School Summary Reports

ACT Aspire – Fall 2014



- Testing Window
 - October 6 – 24, 2014
- Test Participants
 - Grade 9 only
 - 1,711 students participated
- Subject Areas
 - English, Reading, Math, Science, Writing
- Personal Needs Profile (PNP)
 - 15% of all students had a PNP
 - 93% of Special Education students had a PNP
 - 73% of ELL students had a PNP

ACT Aspire

(Test Administration Time)



- English: 40 minutes
- Writing: 30 minutes
- Reading: 60 minutes
- Math: 65 minutes
- Science: 55 minutes

-
- Total: 4 hours, 10 minutes
Does not include time for directions

ACT Aspire (Number and Types of Items)



Content Area	Selected Response	Technology Enhanced	Constructed Response	Total
English	58-62	0-4	0	62
Writing	0	0	1	1
Reading	24-26	1-3	4	31
Math	31-34	5-8	6	45
Science	26-29	4-7	7	40

ACT Aspire Scores (Low Scores, High Scores, Benchmarks)

		ACT Aspire Score Scale by Grade Level							
Subject	Score Type	3	4	5	6	7	8	9	10
English	Low Score	400	400	400	400	400	400	400	400
	High Score	435	438	442	446	450	452	456	456
	Benchmark	413	417	419	420	421	422	425	428
Reading	Low Score	400	400	400	400	400	400	400	400
	High Score	429	431	434	436	438	440	442	442
	Benchmark	415	417	420	421	423	424	425	428
Mathematics	Low Score	400	400	400	400	400	400	400	400
	High Score	434	440	446	451	453	456	460	460
	Benchmark	413	416	418	420	422	425	428	432
Science	Low Score	400	400	400	400	400	400	400	400
	High Score	433	436	438	440	443	446	449	449
	Benchmark	418	420	422	423	425	427	430	432
Writing	Low Score	408	408	408	408	408	408	408	408
	High Score	440	440	440	446	448	448	448	448
	Benchmark	428	428	428	428	428	428	428	428
Composite	Low Score	NA	NA	NA	NA	NA	400	400	400
	High Score	NA	NA	NA	NA	NA	449	452	452
	Benchmark	NA	NA	NA	NA	NA	NA	NA	NA

ACT Aspire Scores

- **Benchmark Scores**
 - ACT Aspire benchmarks are aligned with ACT College Readiness Benchmarks
 - Students that meet benchmark are on target for college readiness in 11th grade
- English, Reading, Math, Science
 - Varies by grade level and subject area
 - Progressively higher at each grade level 3-10
 - Grade 9 & 10 have different benchmarks
- Writing
 - Benchmark is 428 for all grade levels

ACT Readiness Levels

Subject	ACT Readiness Level	ACT Aspire Scale Score Ranges by Grade Level									
		3	4	5	6	7	8	9	10		
English	In Need of Support	400-407	400-410	400-411	400-412	400-412	400-414	400-418	400-420		
	Close	408-412	411-418	412-418	413-418	413-420	415-421	418-425	421-427		
	Ready	413-417	417-421	418-425	420-425	421-428	422-428	426-432	428-434		
Reading	In Need of Support	400-410	400-411	400-414	400-415	400-416	400-417	400-418	400-421		
	Close	411-414	412-418	415-418	418-420	417-422	418-423	418-424	422-427		
	Ready	415-418	417-421	420-424	421-425	423-425	424-429	426-430	428-433		
Mathematics	In Need of Support	400-408	400-410	400-411	400-413	400-415	400-418	400-421	400-425		
	Close	409-412	411-415	412-417	414-419	416-421	419-424	422-427	426-431		
	Ready	413-416	416-420	418-423	420-425	422-427	426-430	428-433	430-437		
Science	In Need of Support	400-413	400-414	400-416	400-417	400-419	400-421	400-423	400-425		
	Close	414-417	415-419	417-421	418-422	420-424	422-426	424-428	426-431		
	Ready	418-421	420-424	422-426	423-427	425-429	427-431	430-435	432-437		
Writing	In Need of Support	408-419	408-419	408-419	408-419	408-419	408-419	408-419	408-419		
	Close	420-427	420-427	420-427	420-427	420-427	420-427	420-427	420-427		
	Ready	428-435	428-435	428-435	428-435	428-435	428-435	428-435	428-435		

ACT Readiness Levels

- **In Need of Support**
 - Substantially below the ACT Readiness Benchmark
- **Close**
 - Below but near the ACT Readiness Benchmark
- **Ready**
 - Met the ACT Readiness Benchmark
 - On Target for College Readiness in Grade 11
- **Exceeding**
 - Substantially above the ACT Readiness Benchmark
 - Higher chance to be College and Career Ready

ACT College Readiness Benchmarks

- Represents the level of achievement required for students to have a **50% chance of obtaining a B or higher** on first-year college courses
- Represents the level of achievement required for students to have a **75% chance of obtaining a C or higher** on first-year college courses

ACT Subject	ACT Benchmark	College Course
English	18	English Composition
Mathematics	22	College Algebra
Reading	22	Social Sciences
Science	23	Biology

ACT Predicted Scores

Predicted ACT Score Range by Subject

ACT Aspire Score	English	Reading	Mathematics	Science	Composite
400	2-7	7-11	6-8	7-14	3-6
401	3-8	7-11	7-9	7-14	5-8
402	3-8	8-12	7-9	7-15	5-8
403	4-9	8-12	8-11	8-15	6-9
404	4-9	9-13	8-11	8-16	6-9
405	5-10	9-14	9-12	9-16	6-9
406	5-10	10-14	9-12	9-16	7-9

- ACT Aspire provides ACT predicted scores for each subject area and Composite (grades 9 & 10 only)
- Predicted score ranges will be refined each year as more data is collected

Source: <http://act.org/migrate/predictedscores.html>

ACT Aspire Subject Skills



English

Conventions of Standard English
Knowledge of Language
Production of Writing

Reading

Craft and Structure
Integration of Knowledge and Ideas
Key Ideas and Details

Writing

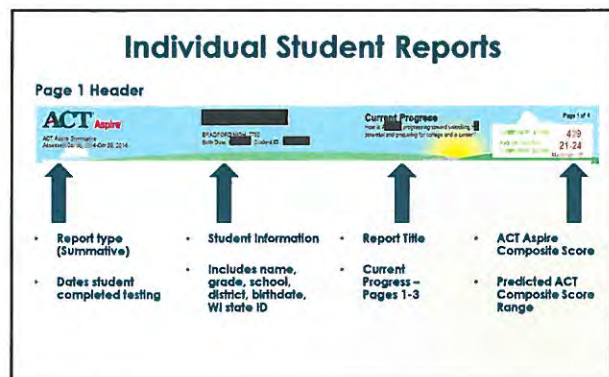
Development and Support
Ideas and Analysis
Language Use and Conventions
Organization

Mathematics

Algebra
Foundation
Functions
Geometry
Grade Level Progress
Justification and Explanation
Modeling
Number and Quantity
Statistics and Probability

Science

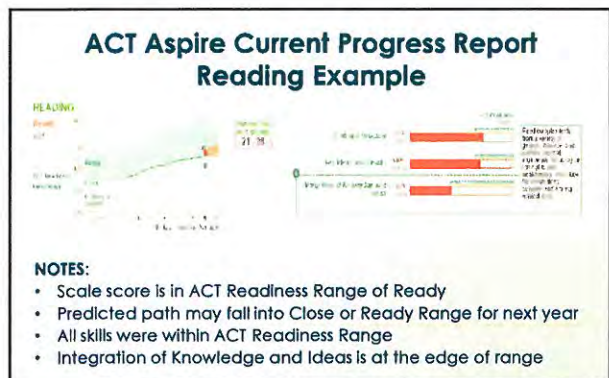
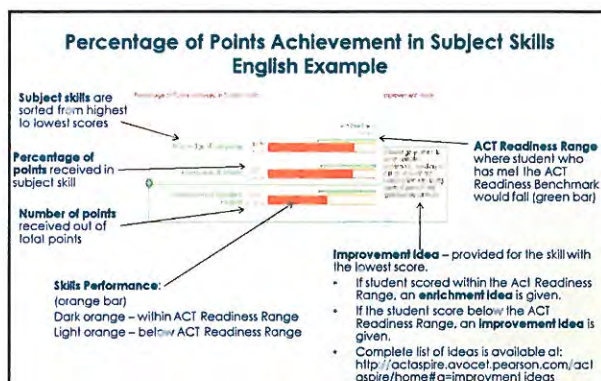
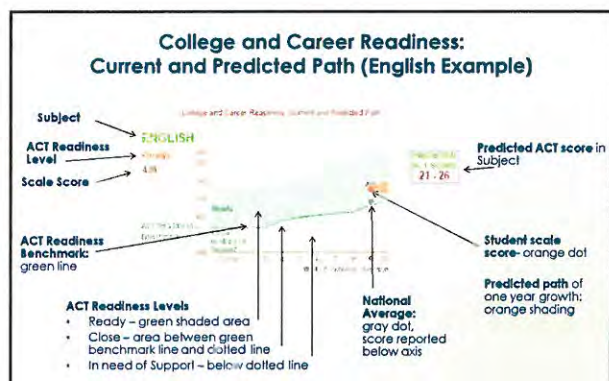
Evaluation of Modes, Inferences and Experimental Results
Interpretation of Data
Scientific Investigation



ACT Aspire Current Progress Report



- Pages 1-3 provide results by five content areas
 - English, Reading, Math, Science, Writing
- Subjects are reported out by scale score
- Highest subject scale score is reported first on page 1
- Lowest subject scale score is reported last on page 3
- A copy of each student report was provided to each building for instructional distribution.



Supplemental Scores Report



Supplemental Scores

Page 4 of 4

- Located on page 4 with green header
- Includes the following reports
 - National Percentile Rank
 - English Language Arts
 - Progress with Text Complexity
 - STEM
 - Progress towards Career Readiness

Supplemental Scores Report National Percentile Rank

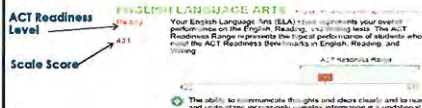
NATIONAL PERCENTILE RANK



Your rank shows the percentage of other grade 9 students in the nation who received a score that is the same as or lower than yours. For example, a rank of 431 means 431% of students earned that score or better.

- Subjects are scored by highest to lowest National Percentile Rank
- Rank is based on students tested in grade 9 (bell-shaped curve)
- If student did not test in a subject, it will read "Not Tested"

Supplemental Scores Report English Language Arts



Your English Language Arts (ELA) score represents your overall performance on the English, Reading, and Writing tests. The ACT Readiness Range represents the typical performance of students who meet the ACT Readiness Benchmarks in English, Reading, and Writing.

The ability to communicate thoughts and ideas clearly and to read and understand increasingly complex information is foundational to academic success in all subjects.

- Average of English, Reading and Writing Scale Score
- ACT Readiness Range (green bar) represents typical performance of students who meet the ACT Readiness Benchmarks in English, Reading and Writing
- 431 falls within ACT Readiness Range (dark orange)
- ELA ACT Readiness Range: Below Range=403 to 425
Within Range (Ready)=426 to 449

Supplemental Scores Report Progress with Text Complexity

PROGRESS WITH TEXT COMPLEXITY

Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of texts that are difficult to read include: scientific, technical, and literary texts; and texts that require complex reasoning and analysis.

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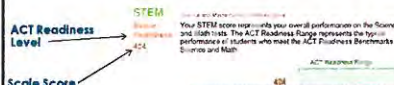
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- Based on Reading Test (no score provided)
- Indication of how well student is able to demonstrate understanding of the net meaning and purposes of increasingly complex texts
- Ratings: Sufficient Progress or Insufficient Progress
- Message is slightly different depending on rating
- Recommended books are provided

Supplemental Scores Report: STEM



Your STEM score represents your overall performance on the Science and Math tests. The ACT Readiness Range represents the typical performance of students who meet the ACT Readiness Benchmarks in Science and Math.

Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of texts that are difficult to read include: scientific, technical, and literary texts; and texts that require complex reasoning and analysis.

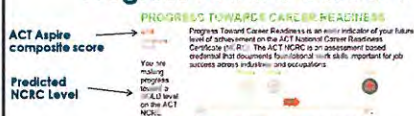
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- Average of Math and Science Scale Score
- ACT Readiness Range (green bar) represents typical performance of students who meet the ACT Benchmarks in Science and Math
- 424 falls below ACT Readiness Range (light orange)
- STEM ACT Readiness Range: Below Range=400 to 428
Within Range (Ready)=429 to 455
- Includes message to take advanced coursework in Science and Math to prepare for STEM career opportunities

Supplemental Scores Report Progress Toward Career Readiness



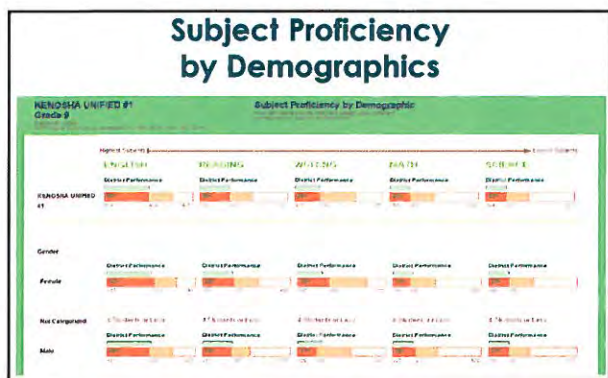
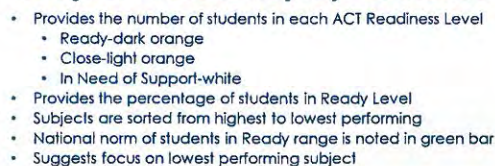
- Reported for students who receive scores on English, Reading, Math and Science Tests
- Provides predicted performance on National Career Readiness Certificate (NCRC)
- Ratings (Grade 9):
Insufficient progress =400 to 411
Progress toward Bronze =412 to 415
Progress toward Silver =416 to 423
Progress toward Gold =424 to 452

ACT National Career Readiness Certificate

An industry-recognized, portable, research-based credential that certifies essential skills needed for workplace success.

Relates to problem solving, critical thinking, analyzing, and applying information.

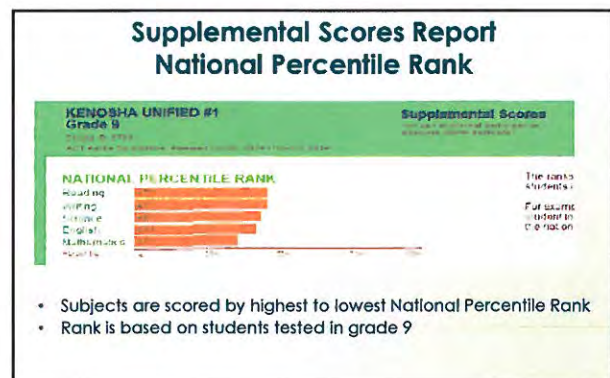
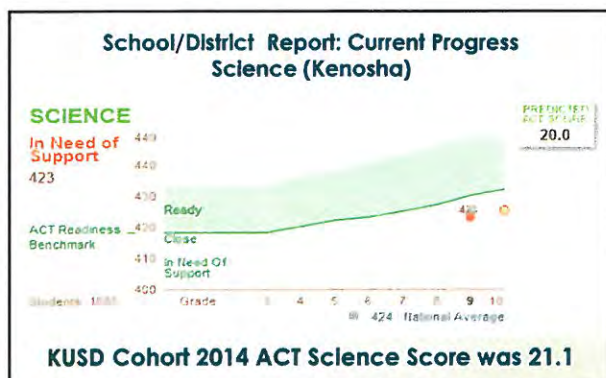
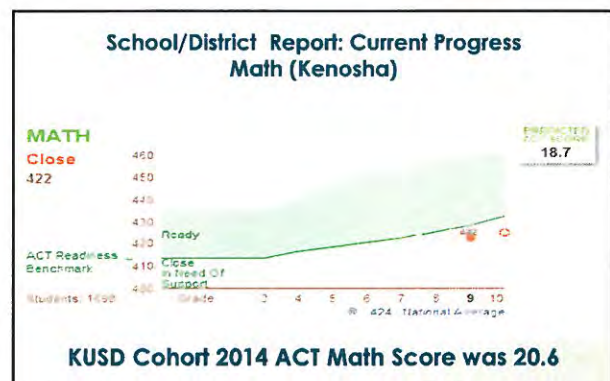
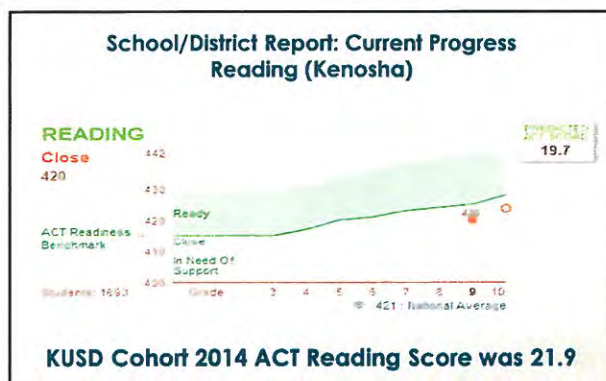
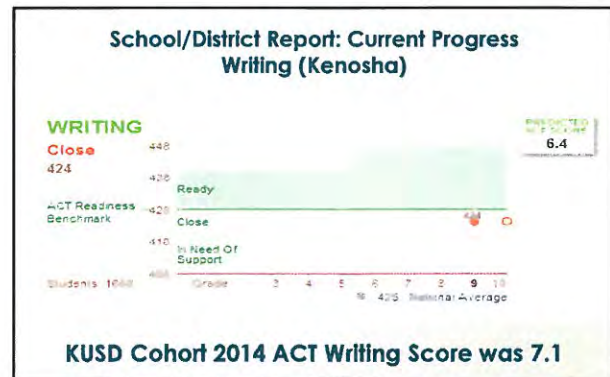
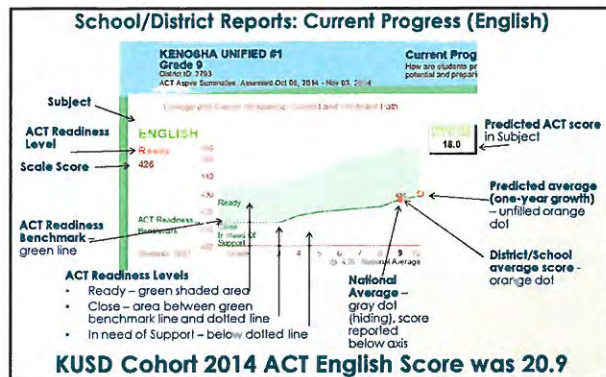


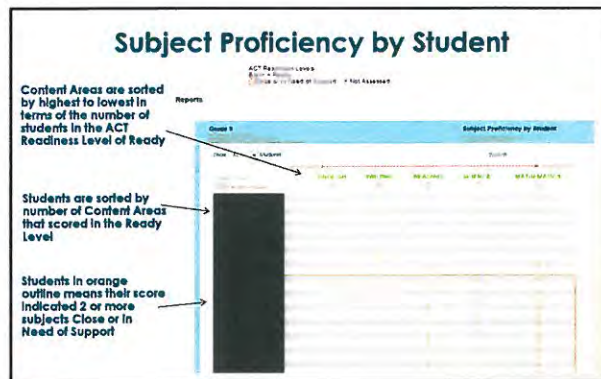
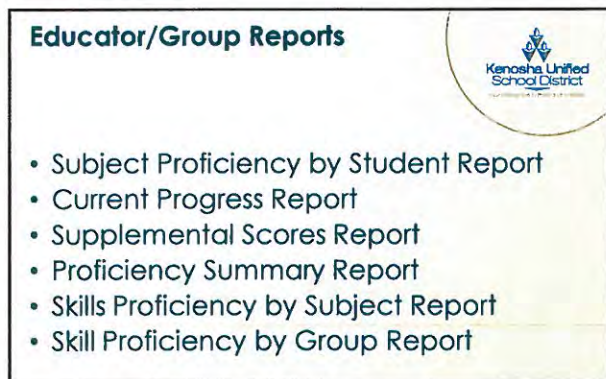
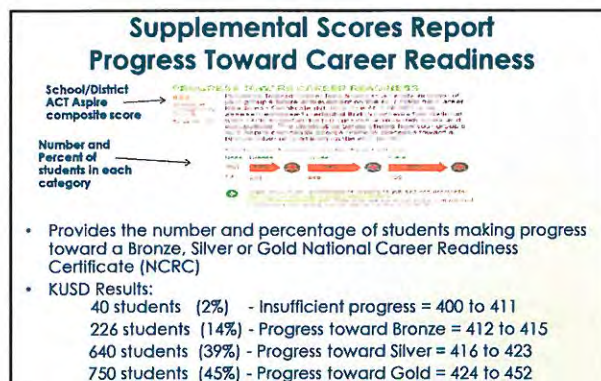
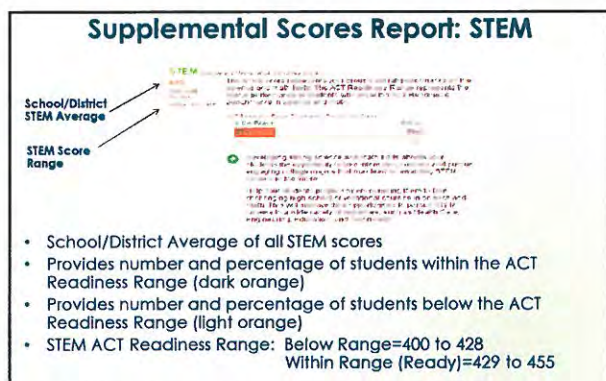
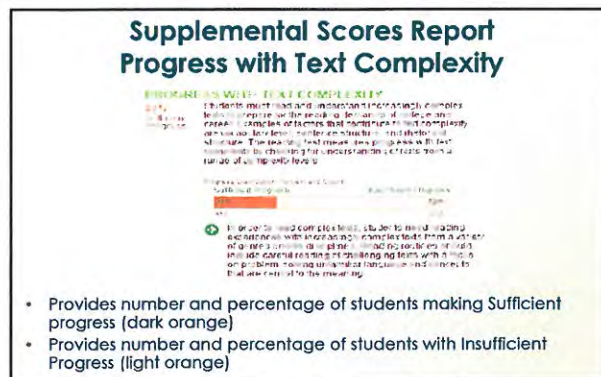
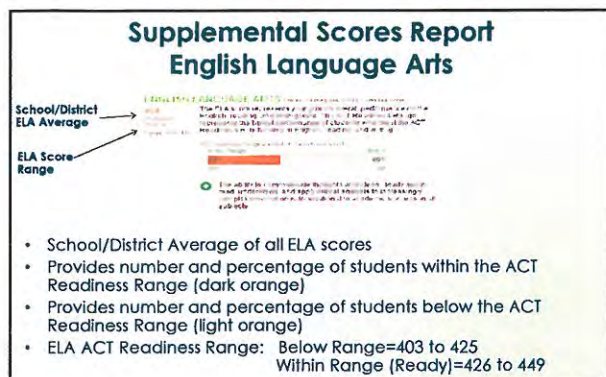


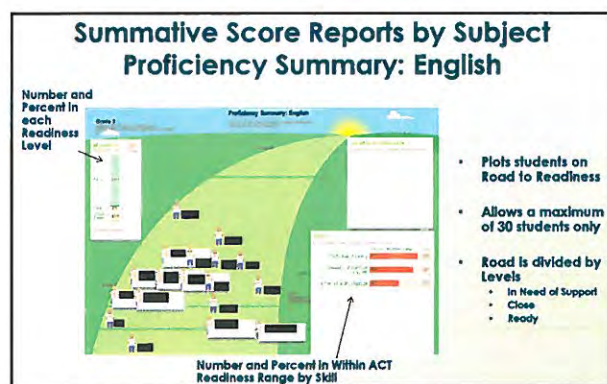
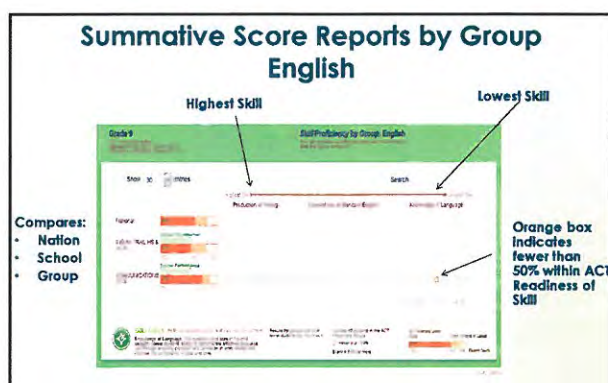
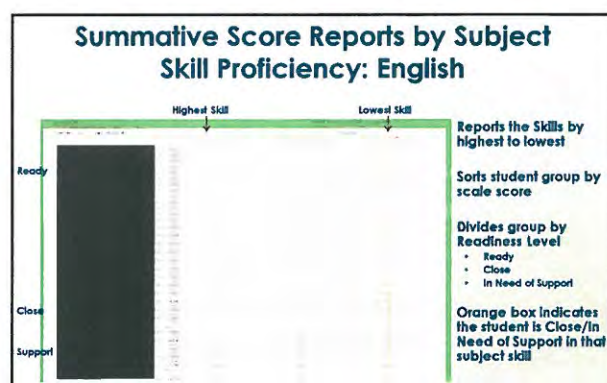
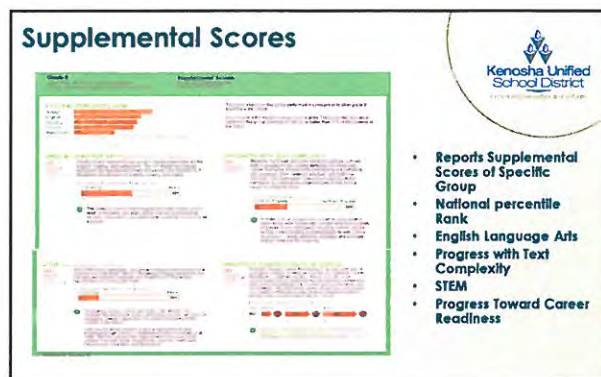
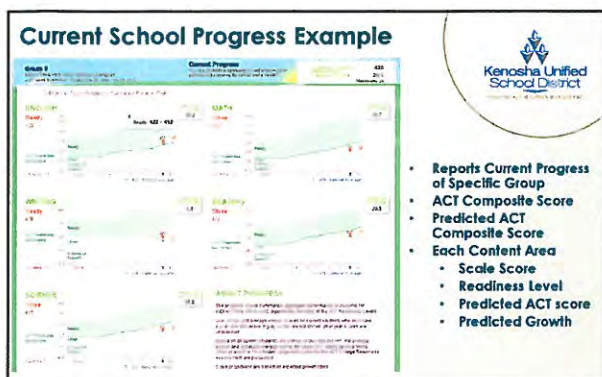
- KENOSHA UNIFIED #1**
Grade 9
 Date: 10/20/19
 ACT Aspire Scoreline, Available Oct 18, 2019 - Nov 17, 2019

Current Progress
 How are students progressing toward achieving their potential and preparing for college and/or career?

423
10.0
Mastery: 36







Summary Results: College and Career Readiness

ACT Aspire
College and Career Readiness
Fall 2014 - Grade 9

	English	Reading	Writing	Math	Science	Composite
Students Tested	1,693	1,693	1,666	1,698	1,685	1,656
Average Composite Score	426	420	424	422	423	423
Met ACT Readiness Benchmark	654 50%	579 34%	475 28%	589 25%	584 23%	NA
ACT Readiness Level						
In Need of Support	405 24%	702 41%	809 31%	655 30%	670 32%	NA
Close	454 26%	412 24%	656 41%	454 27%	451 26%	NA
Ready	426 25%	443 26%	459 26%	246 14%	263 17%	NA
Exceeding	420 25%	156 8%	37 2%	145 8%	101 6%	NA
Ready and Exceeding	654 50%	579 34%	475 28%	589 25%	584 23%	NA
Projected 1-Year ACT Aspire Score						
Average Low Range	425	420	423	422	423	NA
Average High Range	433	427	429	428	429	NA
Predicted ACT Score						
Average Low Range	16	17	5	17	18	17
Average High Range	21	23	7	21	23	21

Summary Results: Supplemental Score

	Students Tested	Average Score	N	%
English Language Arts				
Average Score	1,644	424		
ACT Readiness Range	1,644			
Below Range			986	60%
Within Range	1,644		658	40%
Progress with Text Complexity				
Insufficient Progress	1,693		1,295	73%
Sufficient Progress	1,693		458	27%
STEM				
Average Score	1,676	423		
ACT Readiness Range	1,676			
Below Range			1,325	79%
Within Range	1,676		351	21%
Progress Toward Career Readiness				
Average Score	1,656	423		
Predicted Career Readiness				
Insufficient Progress	1,656		40	2%
Progress Toward Bronze	1,656		226	14%
Progress Toward Silver	1,656		640	39%
Progress Toward Gold	1,656		750	45%

Summary Results: Subject Skills

ACT Aspire
ACT Readiness of Subject Skills
Fall 2014 - Grade 9

Subject Skills	Students Tested	ACT Readiness Range			
		Below Range		Within Range	
		N	%	N	%
English					
Conventions of Standard English	1,693	891	53%	802	47%
Knowledge of Language	1,693	993	59%	700	41%
Production of Writing	1,693	813	48%	880	52%
Reading					
Craft and Structure	1,693	1,191	70%	502	30%
Integration of Knowledge and Ideas	1,693	803	47%	890	53%
Key Ideas and Details	1,693	1,144	68%	549	32%

ACT Aspire Training Management System

<https://actaspire.tms.pearson.com>

Summative

Accessing Summative Reports
This video covers how to access the Summative Reports within the ACT Aspire Portal. It applies to users with the Administrator or Test Coordinator roles.
Length: 10 minutes
[Watch](#)

Introduction and Overview of the ACT Aspire Summative Assessment System
This video gives educators a brief overview of the ACT Aspire Summative Assessment System.
Length: 10 minutes
[Watch](#)

Student Reports
This video provides educators with an overview of the data in the two student reports: the Current Progress Report and the Supplemental Scores Report.
Length: 10 minutes
[Watch](#)

Educator/Group Reports, Part 1
This video is the first of two videos designed to help educators understand the data in the ACT Aspire Educator/Group Reports. This video focuses on the three reports that show student performance across all domains on ACT Aspire. The reports are: Student Performance Report, Student Progress Report, and Student Growth Report.
Length: 10 minutes
[Watch](#)

Educator/Group Reports, Part 2
This is the second of two videos designed to help educators understand the data in the ACT Aspire Educator/Group Reports. This video focuses on the two reports that provide an overall view of student performance across all domains on ACT Aspire. The reports are: Student Performance Report and Student Progress Report.
Length: 10 minutes
[Watch](#)

School, District, and State Reports
This video is designed to help educators understand the data in the ACT Aspire School, District, and State Reports. The video offers an overview of the data in these reports. The reports are: School Performance Report, District Performance Report, and State Performance Report.
Length: 10 minutes
[Watch](#)

Understanding Your ACT Aspire Student Score Reports
This video gives parents and students a brief overview of the ACT Aspire assessment system and presents an overview of the data in the four student reports: the Current Progress Report, the Supplemental Scores Report, the Student Performance Report, and the Student Growth Report.
Length: 10 minutes
[Watch](#)

Resources on Avocet

<http://actaspire.avocet.pearson.com/actaspire/home>

- *Understanding Your ACT Aspire Results (English):*
 - (<http://actaspire.avocet.pearson.com/actaspire/home#5628>)
- *Understanding Your ACT Aspire Results (Spanish):*
 - (<http://actaspire.avocet.pearson.com/actaspire/home#5676>)

Upcoming Presentations

- Parent informational sessions are scheduled over the next few weeks at each middle school and high school.
- The presentation will cover the basics of the ACT Aspire assessment, as well as what parents and students can do to best prepare for the grade 11 ACT, and how it relates to college readiness.

**KENOSHA UNIFIED
SCHOOL DISTRICT**

