

Boyceville Community School District



Leading Today... Developing Excellence for Tomorrow

Boyceville High/Middle School

Principal's Report

December 17, 2025

Submitted: Friday, December 12, 2025

Facilities

We continue to experience work being addressed - specifically doors - throughout our facilities. It appears that the majority of doors have been installed throughout our building and additional work is slated for the holiday break we are about to embark upon. We are hopeful that the initial round of this phase of the project will be complete in the near future.

There continues to be concerns with the installation process however, as there are noticeable concerns with gaps in doors, something that caulk will not be able to repair. I am hopeful that I will be a part of the process of walk-throughs before the work has been signed off on as I am disappointed in some of the new issues that we are faced with.

We have nearly completed the process of distributing fobs to our professional staff; a meeting with TruLock is slated for Thursday, December 18, at which time we will look at cleaning up some of the logistics in our new door/lock system.

Climate/Culture

We are hosting our Fourth Annual Holiday Gift Giveaway on Friday, December 19, at which time we will give out gifts to students throughout the entirety of the school day. The impetus is to encourage students to be in school, enjoy a fun-filled day ahead of a two week break and ultimately, to enhance our school community. The BHS STUCO will be joining in the festivities this year as they are coordinating activities for the afternoon; BMS STUCO will be hosting similar events in order to create some excitement ahead of our time away.

Our November Student of the Month program designated "TEAMWORK" as our designated trait. The following middle school students were nominated - Treylynn Heinz (Ms. Score), Lia Lomker (Mr. Michael Roemhild), Kierra Nehring (Mr. Simmerman), and our winner, Aericka Olson was nominated by Mr. Ehlert. The high school had three nominations - Ava Dormanen (Mr. Riehbrandt), Brady Rasmussen (Mr. Hamm) and our winner, Jaycie Oberle who was nominated by Ms. Debee.

Curriculum & Instruction

Our PD time on November 24 & 25 focused on our accountability report cards and the work that we can engage in if we are going to make gains on our current standing. There were strong conversations and ideas shared across our ELA and Math Departments and both groups have reconvened since our return from Thanksgiving Break in order to implement a comprehensive plan moving forward. Step One - universal diagnostic testing in IXL in both ELA and Math. While

we did conduct an initial test at the beginning of the year, we did not ensure that all our students were engaging with this assessment. Our assessments will account for all students 6-12 in ELA and all students enrolled in math (6-12). Step Two - creation of individualized skill plans within IXL. These plans meet students where they are at based on the diagnostic results. Step Three - students will need to demonstrate proficiency in a minimum of two skills per week (the IXL recommendation to demonstrate growth). Step 'Three - teachers will invite all students to "step into the arena" each week - this will help ensure that our students are growing OR they are being provided the necessary supports to ensure growth.

There are still some tweaks that need to be made to our plan, but the dialogue has been robust and there is a buzz about the impact that this plan could have on our students' learning.

We are two months into our book study, *Grading Smarter, Not Harder* and conversations have helped us focus on the WHY? of what we are having students learn (and what we are teaching). I enjoy our conversations as teachers are engaged with one another and learning about how some small changes can have a dynamic impact on our students. I hope to have some feedback to share with you in early spring - demonstrating the takeaways and changes to our practice that the book and subsequent study have inspired.