SHEBOYGAN AREA
SCHOOL DISTRICT

BOARD OF EDUCATION

Sheboygan Area School District
Sheboygan, Wisconsin
SPECIAL SESSION
June 13, 2023
5:30 p.m.
BOARD ROOM

A Special Session of the Board of Education will be held on Tuesday, June 13, 2023 at 5:30 p.m. in the Board of Education Meeting Room, Administrative Services Building, 3330 Stahl Road, Sheboygan, WI. The following items will be presented for consideration:

Please note that some Board members may be participating in this Board meeting via teleconference or other remote access technology. Members of the public who attend the meeting will be able to hear any open session dialogue between such members and the Board members present in the Boardroom. In addition, the District is offering audio and video access to the meeting via phone connection by calling 1-312-626-6799 with Meeting ID: 861 1006 5733 and Passcode: 939007 or https://us06web.zoom.us/j/86110065733?pwd=ZGcwNUNoTkVkWWp3OUNQS2VFQzRIZz09 or via livestream https://www.youtube.com/user/SheboyganSchools at the scheduled meeting time.

I. Call to Order

II. Roll Call (Informal)

III. Approval of Agenda (Action)

IV. 2022-2023 Strategic (Long-Range) Plan Quarterly Review (Information/Discussion)

V. High School Accountability Data (Information/Discussion)

VI. Review Updated and/or Recommended Objectives/Goals for the Strategic (Long-Range) Plan for 2023-2024 (Discussion/Possible Action)

VII. Other Items for Discussion (Discussion/Possible Action)

1. School Board Member Salaries – Dr. Susan Hein

VIII. Adjourn (Action)

Seth A. Harvatine
Superintendent & Secretary of the Board

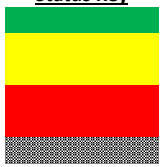
SAH:jjh

Please note that the special needs of individuals with disabilities, who wish to attend the meeting, will be accommodated through appropriate aids and services. For additional information, or to request assistance, please contact Assistant Superintendent Mark Boehlke, at the Department of Business and Operational Services, 3330 Stahl Road, Sheboygan, WI 53081, 920-459-3955.

Report to Board of Education on District Goals

Date: June 13, 2023
Pillar 1: Student Success – Upon graduation, all students will be prepared to successfully take the next step in their self-defined career pathway as defined by our College and Career Readiness Accountability Report Card
Goal 1: All students will be engaged in a rigorous and relevant curriculum

Status Key



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Finished	Project is complete!

2022-2023

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	All schools will successfully engage in a continuous improvement process based upon their School Accountability Report Card	• All schools will utilize the Studer/Huron continuous improvement cycle to identify and improve on areas of growth driven from their school report card data	• BoE annual reports completed • Improved HS presentation process created for June planning session	June 2023	
2	SASD High Schools will increase dual-credit offerings and participation to ensure SASD students benefit from the most prolific college articulated course offerings in the State	• Collaborate with institutions of higher education to continue to increase the number of course offerings offered within SASD High Schools • Introduce a student costing model that eliminates all financial barriers for students to access college level courses	• Handbook finalized • 37 teachers signed up for TDI • 14 teachers interested in M. Ed. Program • Core area teachers currently certified to teach CAPP at NHS & SHS for 2023-2024 • Course offerings finalized with Lakeland University • Continued work on educator credentialing • Orientation/professional development held at Lakeland University • Lakeland University contract signed for the 2023-2024 school year • Working to identify gaps in educator qualifications	June 2023	

3	Utilize Bridges (4K-5) and Reveal (6-12) math curriculum to identify common assessments and use data to provide personalized math instruction opportunities	• Commit to and implement common assessments • Develop a process for identifying interventions based upon individual assessment data • Train additional elementary staff in Bridges Intervention and AVMR to be used as tools to target specific skills and students	• Common assessments are completed and have been implemented for the entire course of Reveal Algebra • Common assessments are completed and have been implemented for the entire course of Reveal Geometry • All elementary classroom teachers that teach or support mathematics were trained in Bridges Intervention • Math standards were prioritized via the elementary student report card and mapped to Bridges assessments • Two SASD teachers completed their training to become AVMR Champions, thus allowing them to train staff in AVMR • 2 cohorts of teachers completed the 4-day AVMR training • Each elementary school completed a math intervention plan detailing the identification indicators and process to be used	June 2023	
4	Increase multilingual learner students' academic language proficiency utilizing explicit language instruction through content	• Train ML staff to develop ELDs that are in alignment with district curriculum and assessments • Collaborate with classroom teachers to plan more effectively around the individualized needs of MLs in general education classrooms • Create a working collection of district-wide ELDs for English language arts and math	• ML teachers have aligned the 2020 WIDA ELDS to district curriculum and assessments in the following grade levels and content areas: Kindergarten: Math Grade 1: Science, Reading, Writing Grade 2: Math, Science, Reading, Writing Grade 3: Reading Grade 4: Reading, Writing Grade 5: Math Grade 6: Math, Science, ELA Grade 7: ELA, Social Studies Grade 8: Science, ELA Grade 9: Science, Social Studies, ELA Grade 10: ELA	June 2023	
5	Support capacity building for high-quality literacy instruction and targeted instructional change	• Utilize a literacy audit of the K-5 workshop model to support universal delivery of literacy instruction • Provide training in reading instruction for interventionists and K-8 teachers	• Audit resulted in a strategic plan for elementary Literacy • Next steps will include: o Focus on the components of literacy block and resources o Increase opportunities for student access to grade level standards through whole group instruction	June 2023	

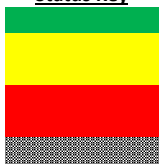
			○ Engage in learning about phonological awareness and phonics and communicate the learning to all staff • Interventionists have completed training in Orton-Gillingham methodology to support reading interventions focused on foundational skills • Additional ten Early Literacy Interventionists, ML, SPED and new interventionists will be trained in the spring/summer • Interventionists are supporting K-1 teachers in phonological awareness practices in the classroom		
6	Use assessments and data strategically to support continuous improvement in literacy	• Analyze Lexia Core 5 and PowerUp data to support student learning and identify areas for intervention • Develop common assessments to monitor student progress in K-12 literacy and Social Studies	• Core 5- Data Results ○ 60% of students meet usage 50% of the time ○ Ave growth 4 or more levels per student ○ 80% of students working in below grade level material grow one or more levels and 50% percent of students who begin in below grade level move into grade level material • PowerUp - Data Results ○ 93.7% of students were in the Intermediate zone or above in Word Study (beginning of the year 52% of students were in the Intermediate zone or above) ○ 93% of students were in the Intermediate zone or above in Grammar (beginning of the year 54% of students were in the Intermediate zone or above) ○ 96% of students were in the Intermediate zone or above in Comprehension (beginning of the year 70% of students were in the Intermediate zone or above)	June 2023	
7	Create "Standardized Technology Classroom" at each grade level in order to ensure our teachers are supplied with necessary technologies so that they may provide the highest levels of instruction in their classrooms	• Classroom technology needs will be clearly defined at each grade level and content area • Cost analysis will be done to identify the costs at each school based upon their technology needs and current inventory	• Standardized room needs completed by level. • Budget and grant funding options being considered for purchase and replacement cycle needs	June 2023	

		• All information gathered will be submitted to EMT and they will determine the final plan			

Report to Board of Education on District Goals

Date: June 13, 2023
Pillar 1: Student Success – Upon graduation, all students will be prepared to successfully take the next step in their self-defined career pathway as defined by our College and Career Readiness Accountability Report Card
Goal 2: Student and Instructional Services will support schools to ensure school and district initiatives are aligned to support and promote student success

Status Key



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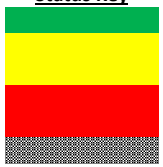
2022-2023

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	The SASD Elementary Report Cards will be live within the District's student information system	• All accountability measures will be defined and measurable • Data points will be defined as to time and location for use • Elementary report cards will be shared with the C&I Committee for review and approval	• Annual report card completed • Data shared with Principals at June 8th meeting for summer continuous improvement goal setting process	June 2023	
2	All departments within S&I will utilize the Studer/Huron District Support Services Survey to make measurable improvements in the support given to our individual schools	• The S&I Department will utilize the Studer/Huron continuous improvement process to identify areas for improvement in order to make measurable gains in supporting all SASD schools	• Student continuous improvement process utilized to streamline school choice; website updated and building secretaries updated • Identified area of school choice timeline for improvement/streamlining • Working to develop more efficient "enrollment windows/rounds" to better assist with staffing and scheduling	June 2023	

Report to Board of Education on District Goals

Date: June 13, 2023
Pillar 1: Student Success – Upon graduation, all students will be prepared to successfully take the next step in their self-defined career pathway as defined by our College and Career Readiness Accountability Report Card
Goal 3: School Culture/Climate – All students will thrive in schools that promote respect, safety, and a positive learning environment

Status Key



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2022-2023

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	The SASD will have a community supported 4K-12 attendance and truancy model that reduces the number of students that are truant per our district report cards	• Define current practices and resources utilized to target truancy within the SASD • Define the roles and partnerships of external partners in supporting the SASD in the area of truancy • Utilize a uniformed truancy process to decrease truancies across the SASD	• County-wide coalition started to address truancy at a similar level across all schools in the County • La Crosse, WI model being researched as a possible model to replicate in Sheboygan County • Focus on elementary level (parents) to ensure positive attendance habits are being formed at a young age	June 2023	
2	Implement Restorative Practices across the second round of schools in collaboration with the District PBIS systems	• Training of building level experts on restorative practice processes • All teacher training in restorative practices • Implementation in the second round of schools	• 2 of 3 groups trained • Group 3 training has started • Plan for ensuring continuous training of new staff formulated	June 2023	
3	Ensure the SASD procedures related to School Threats of Violence are research-based and current in providing students safe schools	• Review crisis manuals, threat assessments protocols, and school building safety evaluations with principals and SROs	• Updates to crisis manual completed • Building emergency language clarified • Threat response training scheduled for 2023-2024 school year • State-wide pilot for new threat assessment process	June 2023	
4	The SASD will have defined processes to identify 4K-12th students' mental health strengths and challenges and provide targeted supports for students in need	• Provide training for principals in Mental Health First Aid • Provide training for elementary staff in Trauma Informed Care • Implementation of research-based interventions for identified students at the secondary level	• Principals, Pupil Service Staff, and Building Secretaries trained in Mental Health First Aid • Anxiety intervention provided for students on PATH waitlist. Intervention groups established at 8 schools for 84 students • District procedure implemented for suicide screening (Columbia-Severity Screening Rating Scale), referral, and support	June 2023	

			• New teaching staff trained in Trauma Informed Care		

Report to Board of Education on District Goals

Date: June 13, 2023
Pillar 2: Exceptional Staff – Provide extraordinary service to meet the needs of our students and community by recruiting and retaining exceptional staff
Goal 1: Improve our retention practices to hold onto our valued staff

Status Key

	On Target	We are on track to deliver project
	Watch	We are not on track to deliver project but we have a plan to get back on track
	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

2022-2023

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Actively seek employee feedback on our continuous improvement process and re-recruit staff to retain them in the Sheboygan Area School District	• Employee Engagement Survey Results o Q.7 – My principal/ supervisor consults me on decisions that affect my job (Increase to 50% agreement - currently 41.7% agreement) o Q.C3 – Open/honest communication is an important part of the culture in my school district (Increase to 55% agreement – currently 50.3% agreement) • Reduce overall voluntary resignation rate by 1% (currently 8%)	• Principal/Staff Rounding and two-way conversations with staff • Implementation of "Stay Interviews" conducted to help us understand why employees stay and what might cause them to leave • Invite high performing employees to engage in this conversation (10 teachers, 10 support staff) • Modify our Exit Interview process to include a survey and an opportunity to meet in person to gather information on their SASD experience • Q.7 - 62.9% of respondents were in agreement • This year's survey replaced Q.C.3 with question 17 (I feel organizational culture supports open and honest communication) - For Q. 17, 59.06% of respondents agreed with the statement • We are currently at a voluntary teacher resignation rate of 4.28% • 2022-23 HR Recruitment & Retention Report	June 2023	
2	Ensure that our compensation and benefits packages are comparable or better than other schools in our region. And, create a communication strategy to assist our employee population and job candidates in understanding our robust benefits and compensation package	• Based on comparable data, we can confirm that our compensation and benefits packages are comparable or better than other schools in our region	• Collect comparable compensation and benefits data from other districts • Create a short, palatable overview video showcasing our benefits package - this video is shared in employment offer	June 2023	

		• An elevated perception and understanding of the benefits and compensation package	communication and in the New Teacher Orientation agenda • Survey other districts again to collect compensation and benefits data • Work on a more robust and detailed informational benefit video		
3	Deepen our employee recognition program	• Employee Engagement Survey Results o Q.4 – My principal/supervisor recognizes good performance (Increase to 72% agreement – currently 68.5% agreement) • Solidify a recognition plan for each level: individual, school site, district-wide	• Continued Studer coaching on reward and recognition efforts • Employee Experience Specialist will attend quarterly principal meeting to discuss site and district recognition efforts and ideas • Continue searching for and discovering ways to recognize district employees that is meaningful to them • Increase our efforts to celebrate employee behavior that aligns with our district values and brand • Actively collaborate with the Communications Team to recognize staff that has received awards for various reasons - Publish and promote this through Yammer and the District website • The company that administers the Employee Engagement Survey altered a number of questions since the administration of the survey in the fall of 2021 - This year's survey did not contain a question similar to Q.4 • 2022-23 HR Recruitment & Retention Report	June 2023	
4	Modify the Employee Wellness Program to emphasize preventative care and overall well-being	• 65% (currently 47%) of covered employees and spouses visit their primary care provider for an annual exam by October 2023	• The Wellness insurance premium discount point structure will be revised to add an annual exam and appropriate age/gender screening • Rolled out a new Wellness platform (WellWorks) that is more robust and intuitive with additional features for employees to increase wellness knowledge and engagement • To date, 25% have completed an annual physical. The wellness program runs from November 1-October 31 each year. We will continue to promote and monitor this through the end of the program year.	June 2023	

Report to Board of Education on District Goals

Date: June 13, 2023
Pillar 2: Exceptional Staff – Provide extraordinary service to meet the needs of our students and community by recruiting and retaining exceptional staff
Goal 2: Refine our recruitment process to ensure the District attracts quality staff and fills all vacancies

Status Key

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Deadline	We are not on track and have no plan to get plan back to green
Finished	Project is complete!

2022-2023

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Enhance the District's onboarding/orientation process to proactively intervene and address concerns or needs of staff within the first 90 days of employment	• 80% of new staff surveyed indicate concern or needs are addressed within 90 days of employment and they have a positive first impression of the District	• A revised and refreshed New Teacher Orientation program has been established. A fresh welcoming theme was presented, and the agenda included more of a celebratory feel, principal interaction and a group break-out box activity, as well as selfie stations, and giveaways • Established an additional level of support for new special education EA's. A former program support teacher is coming back on a part time basis to connect with new EA's throughout the school year with intent of improving their skills in working with students and retaining our EA's for years to come • Surveyed new teachers after district orientation • Plan for new staff 90-day check in • Begin work on reviewing, revising and enhancing the mentorship program • Implement the "Fast Track" module in Skyward to create a paperless, streamlined, and user-friendly onboarding process for new hires • New Teacher Orientation survey responses: • 88% responded that they feel a part of the SASD • 2022-23 HR Recruitment & Retention Report	June 2023	

			• 88% responded that they feel SASD cares about their professional development and growth • 86% responded that they feel they will be supported in their work • Onboarding Check-in survey (sent to ALL new employees certified and non-certified staff) response: • 47% responded that onboarding was overwhelming, stressful, or they did not receive enough training • Elevate and simplify the orientation process to ensure we are providing staff with value added takeaway • Continue to revise New Teacher/Staff Orientation and Onboarding		
2	Revise protocols to assist interview teams to select and land the best candidates	• A refined interview protocol and process	• Begin rounding conversations and survey principals and hiring managers to define problems, look for solutions, and develop plan for the next hiring season • Create a higher level of interest in our current educators by increasing the enthusiasm and buy-in around the importance of becoming a Cooperating Teacher. Elevate the incentives to do so, and educate them on the requirements of becoming a Cooperating Teacher • Increase the number of student teachers within the District - Hire and retain those once they graduate • Elevate our efforts and participation in university and college mock interviews, job fairs, etc. • Begin reviewing our annual hiring process in order to create a more consistent candidate experience across the District to ensure our candidates leave with a positive impression of SASD • Collected and shared with principal's student resumes from the university and college job fairs • Survey principals to better understand their off boarding, and selection process, as well as school site onboarding practices • Out of 20 student teachers, SASD hired eight for the 2023-24 school year	June 2023	

Report to Board of Education on District Goals

Date: June 13, 2023
Pillar 3: Families and Community – Foster family and community relationships in order to collaboratively work together to provide support and resources to meet identified needs
Goal 1: Provide clear communication between parents and schools regarding educational progress and district decision-making

Status Key

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	Finished	Project is complete!

2022-2023

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Refine practices to ensure clear and consistent communication between parents and school	• Parent Satisfaction Survey o Q.3 – I regularly receive feedback from school staff on how well my child is learning (70% agreement – currently 64.5% agreement) o Q.13 – I receive positive phone calls, emails, or notes about my child from this school (75% agreement – currently 69.6% agreement)	• Principal ad hoc committee formed with goal to document current practices/strategies, identify areas of improvement, and practices/strategies to implement • Principal ad hoc committee met and discussed parental communication current practices, strategies, and areas for growth • Data regarding parental access to the Skyward student management systems is being analyzed • Parent Satisfaction Survey completed in mid-March. Results and individual comments were analyzed • Began process to review platforms that can integrate communication tools of the webpage, a district app, and within app two-way communication between parents and teachers • In terms of Parent Satisfaction Survey Q.3, 61.3% of parents responded with agreement or better. There was a decrease in the number of middle school and high parents responding with agreement, while the elementary schools' responses stayed the same • As for the Parent Satisfaction Survey Q.13, the results indicated a drop in the percent of	June, 2023	

			agreement to 52.3%. All grade spans saw a decrease in the responses of agreement		
2	Expand methods and opportunities for two-way communication between stakeholders	• Parent Satisfaction Survey o Q.17 —The Superintendent makes decisions that are in the best interest of children and parents of the district (60% agreement – currently 51.3% agreement) • Employee Engagement Survey o C.1 - My school district supports honest two-way communication between supervisors and employees. (60% agreement – currently 56.3%)	• Set up and launched new, internal communication platform (Yammer) for all district employees • Reminder communications sent out to all staff regarding Yammer • District newsletter continues to feature district information and decisions impacting our students • Employee feedback (Rounding) professional development took place on Oct. 3rd & 4th for principals and supervisors • Central Office Department staff meeting with district employees during prearranged and announced meeting times • Employee Engagement Survey was administered in March - Results and individual comments were analyzed • The company that administers the Parent Satisfaction Survey altered a number of questions since the administration of the survey in the fall of 2021. This year's survey did not contain a question similar to Q.17 - thus, no comparative data is available • As for the Employee Engagement Survey, this year's survey replaced questions C.1 with two questions, Q.15 (I felt others in my organization connect with me in honest two-way communication) and Q. 17 (I feel organizational culture supports open and honest communication). For Q. 15, 67.55% of respondents responded they agreed with the statement, while for Q.17, the percent of agreement was 59.06%.	June, 2023	

Report to Board of Education on District Goals

Date: June 13, 2023
Pillar 4: Finance and Resource Systems – District finance and resources systems are aligned to maximize student learning and staff productivity
Goal 1: Identify and prioritize capital needs of the District

Status Key

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	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

2022-2023

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Develop, publish and disseminate an updated 10-year Long Term Capital Projects Plan	• Facility walk through at each school • Prioritize capital needs for the next 10 years at each school and athletic facility • Present to Board the 10 year plan • Communicate out the plan to staff, parents and the community	• Walk through completed at all 22 school sites • 10 year plan on the June 27, 2023 board agenda	June 2023	
2	Formulate, communicate, and implement the action plan to prepare for a potential 2024 referendum to build new Farnsworth and Urban Middle Schools	• Build site due diligence • Define scope of project • Parent and Staff listening sessions • Community engagement sessions	• Phase I Environmental study for N. 15th property completed • Two meetings held with NHS stakeholders to discuss making a recommendation to the Board regarding the possible uses of the Urban Middle School site • Board approved recommendation on 1-10-2023 • Wetland delineation scheduled for June of 2023	December 2023	
3	Complete construction at the Central Services Building for the ASPIRE program and Warriner Middle and High Schools	• Initial construction completed for start of school • Permanent air exchange unit installed • Permanent doors installed	• Occupancy approved for first day of school • Permanent air exchange unit installed • Permanent door installation completed	December 2022	

Report to Board of Education on District Goals

Date: June 13, 2023
Pillar 4: Finance and Resource Systems – District finance and resources systems are aligned to maximize student learning and staff productivity
Goal 2: Enhance security and infrastructure for data storage and the fiber optic network

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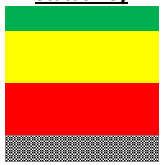

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Finished	Project is complete!

2022-2023

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Complete a second lateral from the fiber optic ring to WiscNet	• Plan for second connection to Wiscnet completed • Quote received for the connection • Second lateral connected to WiscNet	• Plan in place for second connection • Quote for on-demand connection received from AT&T • Secondary connection completed and functional	June 2023	
2	Establish a secondary data center	• Engineering for 2nd lateral from ASB to the ring completed • Bid received for the lateral • Lateral completed • Needed hardware for data center located at ASB purchased and installed	• Engineering for lateral is in process • Bid for lateral sent out • Bid for lateral awarded at 5-23-2023 Board meeting	June 2024	

Report to Board of Education on District Goals

Date: June 13, 2023
Pillar 4: Finance and Resource Systems – District finance and resources systems are aligned to maximize student learning and staff productivity
Goal 3: Build supports for schools, students and parents around transportation challenges

Status Key

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	Finished	Project is complete!

2022-2023

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Develop actions to help attract and retain bus drivers	• Assist in Prigge driver recruitment through the District's social media platforms • Develop program to encourage and train SASD coaches to obtain CDL • Develop ways to assist drivers with student bus behavior	• Developed new student misconduct process using electronic format and expanding communication with all stakeholders • Maintenance and repairs to bus video cameras completed	June 2023	
2	Support schools in minimizing the impact of transportation disruptions	• Implement parent app that includes GPS tracking of buses	• Purchase order completed for "Stop Finder" parent and GPS bus tracking application • GPS installation on buses completed • Stop Finder application being used internally	September 2023	

School Logo Here

SHEBOYGAN AREA
SCHOOL DISTRICT

Annual Goal Planning

Board of Education Presentation

Utilizing Continuous Improvement to Measure Success

Strategic Priorities

Defines success over time (long term)

SASD Ownership & Alignment System

Annual & aligned to strategic plan
(contains goals, annual measures, leading measures and strategies)

Accountability

Annual & aligned to SASD CCR Report Card
(contains goals, measures and strategies)

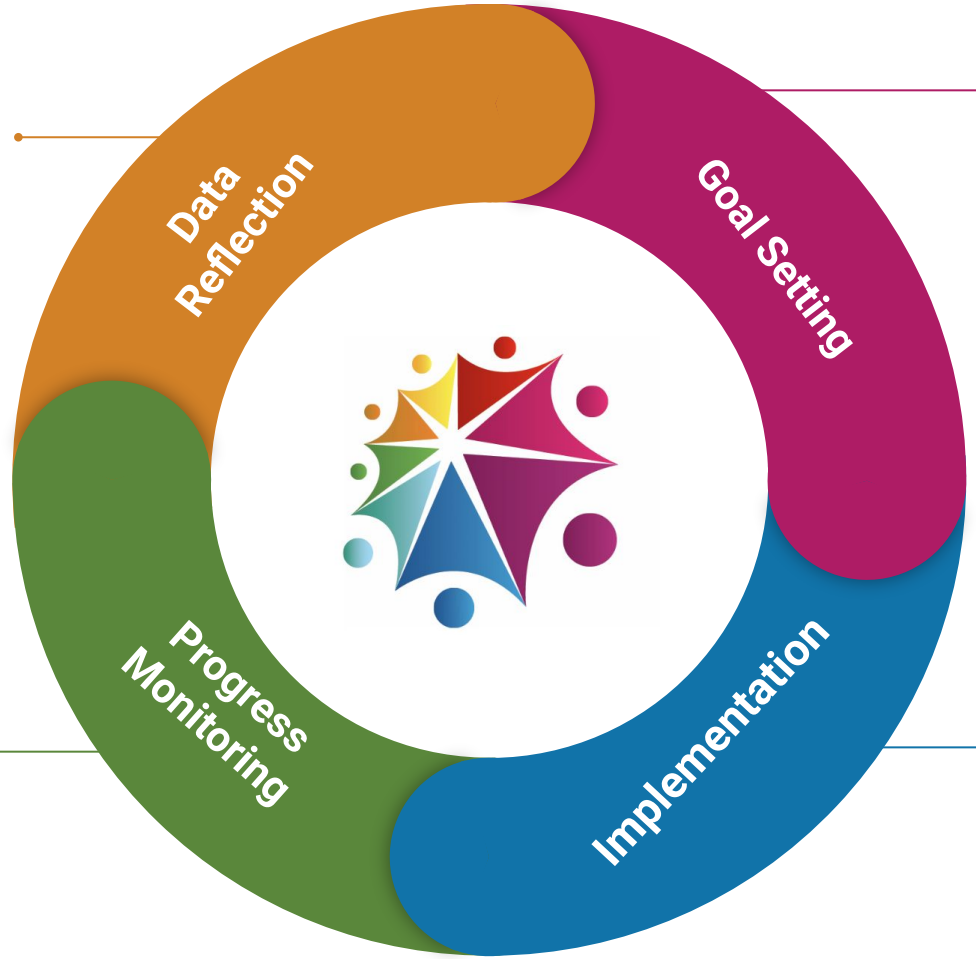
Continuous Improvement Cycle

Data Reflection

- Review of district and school data

Goal Setting

- Long range plan and building goals



Progress Monitoring

- Monthly/Quarterly updates and continuous review of data

Implementation

- Communication of objectives and strategies to stakeholders

Data Qualifiers

Data Pull Timeline:

- **All data will be pulled annually from Skyward, the District Student Information System, on the last day of the school year.**
- **Grade level cohorts will be static based upon graduation and enrollment status on the last day of the school year.**

Reporting Timeline:

- **Annual presentations to the Board of Education will take place during the month of September unless otherwise approved by the Board.**

Subsets of Data:

- **Data will be pulled for all students and for three subsets of student cohorts:**
  - **Work/Military (job training program, employment, military, no response, other, seek employment, undecided)**
  - **2-Year College (vocational, technical college)**
  - **4-Year College (four-year college, university)**

Measurement Tool:

- **The College and Career Readiness report card is adapted from the National College and Career Readiness Indicators**

National College and Career Readiness Indicators (CCR)

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military:

Career Ready Indicators-

- **90% Attendance**
- **25 Hours of Community Service**
- **Workplace Learning Experience**
- **Industry Credential**
- **Dual Credit Career Pathway Course**
- **Two or More Organized Co-Curricular Activities**

National College and Career Readiness Indicators (CCR)

Students are College Ready if they meet either the academic indicators AND/OR standardized testing benchmarks listed below:

College Ready Indicators-

- **GPA 2.8 out of 4.0 and one or more of the following academic indicators:**
  - **Advanced Standing or CAPP Course (A, B, or C)**
  - **Dual Credit College Course**
  - **Advanced Algebra 2 (A, B, or C)**

And/OR:

- **4-Year College ACT Benchmarks - English (18), Reading (22), Science (23), Math (22)**
- **2-Year College ACT Benchmarks - English (18), Reading (18), Science (18), Math (18)**

WI DPI School Report Card

What are the School and District Report Cards?

As part of the state accountability system, the Department of Public Instruction (DPI) produces report cards for every publicly funded school and district in Wisconsin. These report cards include data on multiple indicators for multiple years across four Priority Areas (Achievement, Growth, Target Group Outcomes, and On-track to Graduation). In addition, the report cards provide course and program participation information for grades 9-12 for public schools and districts. A school or district's overall accountability score places the school/district into one of five overall accountability ratings:

Accountability Rating Category	*Accountability Score Range*	
	Minimum	*Maximum*
Significantly Exceeds Expectations – ★★★★★	83	100
Exceeds Expectations – ★★★★☆	70	82.9
Meets Expectations – ★★★☆☆	58	69.9
Meets Few Expectations – ★★☆☆☆	48	57.9
Fails to Meet Expectations – ★☆☆☆☆	0	47.9

WI DPI School Report Card

- **Overall Score:**
  - **Insert Score Here**

- **Scoring Areas:**
  - **Achievement**
    - **Insert Score Here**
  - **Growth**
    - **Insert Score Here**
  - **Target Group Outcomes**
    - **Insert Score Here**
  - **On-Track to Graduation**
    - **Insert Score Here**

School Profile

Insert your school profile here.

Reflection - Previous Year's Goal
Goal 1: Enter Goal Title Here

Goal #	Goal	Outcome Measures	Evidence	Status
1	Insert Goal Here	• Insert Measures	• Insert Evidence	

Goal Reflection:

- **Insert concise statement on outcome of goal completion.**

Reflection - Previous Year's Goal
Goal 2: Enter Goal Title Here

Goal #	Goal	Outcome Measures	Evidence	Status
2	Insert Goal Here	• Insert Measures	• Insert Evidence	

Goal Reflection:

- **Insert concise statement on outcome of goal completion.**

Reflection - Previous Year's Goal
Goal 3: Enter Goal Title Here

Goal #	Goal	Outcome Measures	Evidence	Status
3	Insert Goal Here	• Insert Measures	• Insert Evidence	

Goal Reflection:

- **Insert concise statement on outcome of goal completion.**

CCR Data - All Students

College and Career Readiness Accountability Measures	% of Students Achieving			
School Year	22-23	21-22	20-21	3 Yr Avg
Career Ready (2 Indicators)				
90% Attendance				
Workplace Learning Experience				
Industry Credential				
Dual Credit Career Pathway Course				
Two or More Organized Co-Curricular Activities				
College Ready (GPA2.8+ and 1 additional indicator)				
GPA 2.8+				
Advanced Standing, CAPP, AP Course (Grade "C" or better)				
Dual Credit College Course				
Advanced Algebra				
4-Year ACT Benchmarks (English 18; Reading 22; Science 23; Math 22)				
2-Year ACT Benchmarks (English 18; Reading 18; Science 18; Math 18)				
Total Students				

Data pulled on the last day of the school year of corresponding year.

CCR Data - Workforce/Military

College and Career Readiness Accountability Measures	% of Students Achieving			
School Year	22-23	21-22	20-21	3 Yr Avg
Career Ready (2 Indicators)				
90% Attendance				
Workplace Learning Experience				
Industry Credential				
Dual Credit Career Pathway Course				
Two or More Organized Co-Curricular Activities				
College Ready (GPA2.8+ and 1 additional indicator)				
GPA 2.8+				
Advanced Standing, CAPP, AP Course (Grade "C" or better)				
Dual Credit College Course				
Advanced Algebra				
4-Year ACT Benchmarks (English 18; Reading 22; Science 23; Math 22)				
2-Year ACT Benchmarks (English 18; Reading 18; Science 18; Math 18)				
Total Students				

Data pulled on the last day of the school year of corresponding year.

CCR Data - 2-Year College

College and Career Readiness Accountability Measures	% of Students Achieving			
School Year	22-23	21-22	20-21	3 Yr Avg
Career Ready (2 Indicators)				
90% Attendance				
Workplace Learning Experience				
Industry Credential				
Dual Credit Career Pathway Course				
Two or More Organized Co-Curricular Activities				
College Ready (GPA2.8+ and 1 additional indicator)				
GPA 2.8+				
Advanced Standing, CAPP, AP Course (Grade "C" or better)				
Dual Credit College Course				
Advanced Algebra				
4-Year ACT Benchmarks (English 18; Reading 22; Science 23; Math 22)				
2-Year ACT Benchmarks (English 18; Reading 18; Science 18; Math 18)				
Total Students				

Data pulled on the last day of the school year of corresponding year.

CCR Data - 4-Year College

College and Career Readiness Accountability Measures	% of Students Achieving			
School Year	22-23	21-22	20-21	3 Yr Avg
Career Ready (2 Indicators)				
90% Attendance				
Workplace Learning Experience				
Industry Credential				
Dual Credit Career Pathway Course				
Two or More Organized Co-Curricular Activities				
College Ready (GPA2.8+ and 1 additional indicator)				
GPA 2.8+				
Advanced Standing, CAPP, AP Course (Grade "C" or better)				
Dual Credit College Course				
Advanced Algebra				
4-Year ACT Benchmarks (English 18; Reading 22; Science 23; Math 22)				
2-Year ACT Benchmarks (English 18; Reading 18; Science 18; Math 18)				
Total Students				

Data pulled on the last day of the school year of corresponding year.

Points of Strength

- Insert 3 strengths related to the CCR data of your school here.

Areas for Growth

- Insert 3 areas for improvement related to the CCR data here

New Goal 1: Enter Goal Title Here

Goal #	Goal	Outcome Measures	Evidence	Status
1	Insert Goal Here	• Insert Measures	• Insert Evidence	

Goal Rationale:

- **Insert concise statement on reason for goal.**

New Goal 2: Enter Goal Title Here

Goal #	Goal	Outcome Measures	Evidence	Status
2	Insert Goal Here	• Insert Measures	• Insert Evidence	

Goal Rationale:

- **Insert concise statement on reason for goal.**

New Goal 3: Enter Goal Title Here

Goal #	Goal	Outcome Measures	Evidence	Status
3	Insert Goal Here	• Insert Measures	• Insert Evidence	

Goal Rationale:

- **Insert concise statement on reason for goal.**

Points of Pride

- Insert 3-5 points of pride you feel are unique to your school.

Questions

SHEBOYGAN AREA SCHOOL DISTRICT
Strategic (Long-Range)Plan Update 2023-2024

Our Actions Will Convey That All Students Will Learn at a High Level

Collaboration, Learning, Results

VISION: ***All students will be productive and responsible citizens in a competitive world.***

BELIEF STATEMENTS:

We believe in:

- success of all students
- student learning at a high level
- collaboration
- continuous improvement
- results orientation
- participatory decision-making
- the "we mentality" is the guiding philosophy upon which we will interact with our stakeholders: students, parents, staff, and community

PRINCIPLES OF EQUITY:

1. Promoting equity begins with us.
2. SASD will raise student achievement, increase sense of belonging, hold high expectations, and involve students in all organizational programming (classrooms, courses, teams, clubs, etc..) in a proportional and equitable way.
3. Educational teams meet to collaborate and share expertise while building their instructional capacity (beliefs, knowledge, and practice) on how to successfully educate all students. This collaboration supports a shift in attitudes, beliefs, and habits which ultimately transforms the culture of the school.
4. Rigorous and identify-relevant curriculum is created for <u>all</u> learners the first time the concept is taught. Through co-planning and co-serving, all staff teams work to increase and transform each other's instructional capacity to hold high expectations for all students to minimize the need for isolating instruction.
5. Instruction is collaboratively developed based on individual learning differences and delivered in a flexible learning environment. Student data is used to drive instruction for all learners.
6. We will always persevere in serving students – even when a student lacks home support, guidance, and/or requisite knowledge; fails to exert the expected effort; and/or refuses to adhere to the code of conduct.
7. All of our district policies, procedures, and funding are aligned with the above SASD Principles of Equity, as well as the alignment with federal and state legislation, to eliminate inequities.

Goal Pillars:

1. Student Success – Upon graduation, all students will be prepared to successfully take the next step in their self-defined career pathway as defined by our College and Career Readiness Accountability Report Card.
2. Exceptional Staff – Provide extraordinary service to meet the needs of our students and community by recruiting and retaining exceptional staff.
3. Families and Community – Foster family and community relationships in order to collaboratively work together to provide support and resources to meet identified needs.
4. Finance and Resource Systems – District finance and resources systems are aligned to maximize student learning and staff productivity.

ACCOUNTABILITY MEASURE: Career and College Readiness Report Card

Pillar 1: Student Success – Upon graduation, all students will be prepared to successfully take the next step in their self-defined career pathway as defined by our College and Career Readiness Accountability Report Card

Goal 1 All students will be engaged in a rigorous and relevant curriculum

Objective 1 – All schools will successfully engage in a continuous improvement process based upon their School Accountability Report Card

Objective 2 – SASD High Schools will implement the Associates of the Arts course articulation agreement with Lakeland University to offer an Associates of the Arts degree on-site

Objective 3 – Utilize the Professional Learning Communities (PLC) structure to identify district strengths and weaknesses in relation to specific math standards and advance instructional strategies specific to areas of weakness

Objective 4 – Increase multilingual learner students' academic language proficiency utilizing explicit language instruction through content

Objective 5 – Leverage district and building processes to support professional growth in literacy

Objective 6 – Analyze a variety of assessment data to provide targeted instruction and support all students' growth in literacy

Objective 7 – The Instructional Technology Team will implement the Lego Education STEAM curriculum opportunities into appropriate classroom instruction for the 2023-2024 school year

Goal 2 Student and Instructional Services will support schools to ensure school and district initiatives are aligned to support and promote student success

Objective 1 – The SASD Student and Instructional Team will work with administration to support parent engagement through enhanced communication strategies

Objective 2 – Improve supervision and support of principals

Goal 3 School Culture/Climate - All students will thrive in schools that promote respect, safety, and a positive learning environment

Objective 1 – The SASD will have a standardized attendance response plan, by level, for Board of Education approval

Objective 2 – Complete Restorative Practices training

Objective 3 – Implement new Threat Assessment procedures

Objective 4 – The SASD will expand its processes to identify 4K-12th students' mental health strengths and challenges and expand targeted supports to include community resources

Pillar 2: Exceptional Staff – Provide extraordinary service to meet the needs of our students and community by recruiting and retaining exceptional staff

Goal 1 Improve our retention practices to hold onto our valued staff

Objective 1 – Promote employee/employer relations for a climate in which optimum staff performance and satisfaction are produced

Objective 2 – Promote and support effective personnel practices which contribute to elevated staff capabilities in order to best support student learning and positive district culture

Objective 3 – Ensure that our compensation and benefits packages are comparable or better than other schools in our region

Objective 4 – Deepen our employee recognition program

Goal 2 Refine our recruitment process to ensure the District attracts quality staff and fills all vacancies

Objective 1 – Enhance the district's onboarding/orientation process to create a positive first impression of the District, school sites, and create a sense of belonging

Objective 2 – Promote our district as one of choice, opportunity, and diversity to our community and state to recruit qualified candidates for all open positions

Objective 3 – Revise the interview process to create a higher-level, streamlined experience for candidates

Pillar 3: Families and Community – Foster family and community relationships in order to collaboratively work together to provide support and resources to meet identified needs

Goal 1 Provide clear communication between parents and schools regarding educational progress and district decision-making

Objective 1 – Refine practices to ensure clear and consistent communication between parents and schools

Objective 2 – Expand methods and opportunities for two-way communication between stakeholders

Goal 2 Enhance communication efforts between the school district and community members regarding the District's educational opportunities, outcome measures, personnel data, and financial information

Objective 1 – Create and distribute educational, personnel, and financial website dashboards and informational fact sheets

Objective 2 – Develop and implement a communication strategy plan to enhance the messaging of key information and data with stakeholder groups (i.e. internal, parents, business/community leaders, and district residents without school-aged children)

Pillar 4: Finance and Resource Systems – District finance and resources systems are aligned to maximize student learning and staff productivity

Goal 1 Identify and prioritize capital needs of the District

Objective 1 – Develop, publish and disseminate an updated 10-year Long Term Capital Projects Plan

Objective 2 – Formulate, communicate, and implement the action plan to prepare for a potential 2024 referendum to build new Farnsworth and Urban Middle Schools

Objective 3 – Complete athletic and Physical Education facility upgrades

Goal 2 Enhance security and infrastructure for data storage and the fiber optic network

Objective 1 – Establish a secondary data center

Objective 2 – Update the District's Cyber Security Plan and implement the Plan's proactive strategies

Goal 3 Build supports for schools, students and parents around transportation challenges

Objective 1 – Develop actions to help attract and retain bus drivers

Objective 2 – Support schools in minimizing the impact of transportation disruptions

Objective 3 – Update policies and procedure guidelines for employees transporting students with district owned vehicles

School District	President	Vice	Clerk	Treasurer	Member	
Appleton	0	0	0	0	0	
Eau Claire Area	2500	2000	2000	2000	2000	
Elmbrook	4200	4200	4200	4200	4200	
Fond du lac	1800	1600	1600	1600	1600	
Janesville	3000	2400	2400	2400	2400	
La Crosse	4130	3480	3480	3480	3480	
Middleton-Cross Plains	4200	3600	3600	3600	3600	
Neenah	3600	3300	3300	3300	3300	
Oshkosh Area	2128	2128	2128	2128	2128	
Stevens Point	3780	3780	3780	3780	3780	
Sun Prairie	6000	5000	5000	5000	5000	
Waukesha	6400	6400	6400	6400	6400	
Wausau	3100	3100	3100	3100	3100	
Wauwatosa	0	0	0	0	0	
West Allis-West Milwaukee	250	220	220	220	220	*Per meeting