



SHEBOYGAN AREA
— SCHOOL DISTRICT —

Tuesday, September 12, 2023

Starting Time: 6:35*

CHAIR: Mr. Santino Laster

NOTE: This meeting will be held in the Boardroom.

**Starting/ending times may vary*

The Committee of the Whole meeting will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, September 12, 2023 at 6:35 p.m.** The following items will be presented for consideration at that time:

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: 884 1988 8250 and Passcode: 567053 or <https://us06web.zoom.us/j/88419888250?pwd=bk9tN1pxNTdMdDdtUE04WWIJQmN5QT09> or via livestream <https://www.youtube.com/user/SheboyganSchools> at the scheduled meeting time.

REPORT TO THE COMMITTEE OF THE WHOLE

AGENDA

-REVISED-

1. **CALL TO ORDER** (Vice President)
2. **PLEDGE OF ALLEGIANCE**
3. **APPROVAL OF THE AGENDA** (Action)
4. **ROLL CALL** (Informal)
5. **COMMUNITY INPUT – Vice President** (Information)

Citizens may be recognized and make statements at this time, indicating their names and addresses before speaking. **Please refer to Community Input Guidelines on the last page of the agenda.**

6. **ADJOURN TO CLOSED SESSION PURSUANT TO WISCONSIN STATE STATUE 19.85(1)(c)**
(Action with roll call vote) – To deliberate strategies to address specific issues pertaining to collective bargaining for teachers; To consider action regarding employment, promotion, compensation or performance evaluation data of any public employee over which the Board of Education has jurisdiction or exercises responsibility.
7. **RECONVENE TO OPEN SESSION** (Action)
- 15 Min. 8. **RATIFY COLLECTIVE BARGAINING AGREEMENT WITH THE SHEBOYGAN EDUCATION ASSOCIATION (SEA) – Mr. Seth Harvatine/Mr. Jacob Konrath/Mr. Mark Boehlke/Ms. Jami Hintz**
(Discussion/Possible Action)

Administration recommends approval to ratify the collective bargaining agreement and base wage settlement with the Sheboygan Education Association (SEA) with base wage settlement of 4% in the aggregate.

- 15 Min. **9. SUPPLEMENTAL COMPENSATION FOR SUPPORT STAFF, TEACHERS, AND ADMINISTRATORS – Mr. Seth Harvatine/Mr. Jacob Konrath/Mr. Mark Boehlke/Ms. Jami Hintz** (Discussion/Possible Action)
- Administration recommends approval of supplemental compensation in the form of stipends for all employment groups.
- 20 Min. **10. SOUTH HIGH SCHOOL FLEXIBLE SCHEDULING REVIEW – Mr. Jacob Konrath/Mr. Kevin Formolo** (Information/Discussion)
- Administration will provide a review of South High School’s Flexible Scheduling (Flex Mod).
- 20 Min. **11. NORTH HIGH SCHOOL CONTINUOUS IMPROVEMENT UPDATE – Mr. Jacob Konrath/Mr. John Matczak/Ms. Lindsay Ohlfs/Mr. Mark Wittig** (Information/Discussion)
- Administration will present North High School College and Career Readiness data and goals.
- 5 Min. **12. DAPES FORMATIVE PERFORMANCE REPORT AND ANNUAL GOALS – Ms. Mary Lynne Donohue** (Information/Discussion/Possible Action)
- Ms. Donohue will review the Superintendent’s Formative Performance Report and Annual Goals in preparation for upcoming discussions in October.
- 13. Adjourn** (Action)

Community Input Guidelines
At
Board Of Education Meetings

Welcome to this meeting of the Sheboygan Area School District Board of Education. We are pleased that you are interested in educational issues. We are interested in your comments and concerns about the school district. There will be a part of this meeting for community input. (please refer to the agenda.) Individuals who live or work within the Sheboygan Area School District may address the Board. Others may address the Board at the discretion of the Board president.

In order for the meeting to flow smoothly, we would appreciate that the following guidelines be followed by anyone wishing to address the Board of Education this evening.

1. Please limit comments or suggestions to three minutes or less because we do have a full agenda to follow.
2. Comments and suggestions on the school district are welcome. Personal criticism of members of the Board of Education or employees of the school district is out of order.
3. If you are a resident within the Sheboygan Area School District or work within the Sheboygan community and would like to be recognized, **please raise your hand**. After being recognized, **please stand and clearly state and spell your name and address for the record. Also, for the record, please sign your name and address on the clipboard after you have spoken.**

The board normally receives citizen input and does not respond or debate. If there is a need for an answer or a response to a concern or issue, the Superintendent or one of the administrative staff members will get back to you within the next week.

Thank you for your assistance.



Home of the Redwings

COTW Attach 9

South High School



SHEBOYGAN AREA
— SCHOOL DISTRICT —

South High School Flex Mod Board Report

Board of Education Presentation

SHS Comparable Cohort Data

HS Math	9-11 Cohort
WI	-8.0
South	-6.45
North	-5.25
Kohler	-8.30
Howards	-23.70
Oostburg	-7.80
Falls	-21.00
Plymouth	-3.30
Cedar Grove	-3.50
Elkhart	-8.60
Random	-13.00
County Average	-9.9
Green Bay East	-3.60%
Madison East	-4.70%

HS ELA	9-11 Cohort
WI	-3.6
South	-1.10
North	-6.80
Kohler	5.50
Howards	-13.60
Oostburg	-5.60
Falls	-13.00
Plymouth	-4.70
Cedar Grove	-9.10
Elkhart	-18.40
Random	-7.20
County Average	-7.1
Green Bay East	-4.17%
Madison East	.47%



*2022-2023 data only included for WI, South, and North



Why Flex Mod?

1. Teacher Collaboration
2. Built in Time during the day for:
 - Access to Teachers during Academic Learning Time
 - Access to Students for Interventions and Supports
3. A schedule to support Academic & Career Planning



History of Flex Mod

2008-2009, 2009-2010, 2010-2011:

South High School was identified through NCLB as NOT meeting Annual Yearly Progress. North was also identified in 2009-2010 and 2010-2011.

2011-2012:

Researched best practices in schedules to meet the implementation of Professional Learning Communities, time for intervention/extension, and providing students opportunities to pursue post secondary learning experiences. Flexible Scheduling was selected by both NHS and SHS Leadership.

2012-2013:

Identified schools in Wisconsin implementing Flexible Scheduling and tours by staff from both NHS and SHS went to Merrill High School and Wausau East High School.

2013-2014:

Flex Mod Proposal written in conjunction with North High School and presented to the School Board. Based on a Flex Mod Readiness Survey, SHS met the criteria to move forward, where NHS did not.

2014-2015:

Planning Year and 2-Week Spring Pilot Schedule



History of Flex Mod

2015-2016: Year 1 with Fall and Spring Report to School Board (Rayalco)

2016-2017: Year 2 with Fall and Spring Report to School Board (Skyward)

2017-2018 - Year 3 with Fall and Spring Report to School Board

2018-2019 - Year 4 with Fall and Spring Report to School Board

2019-2020 - Year 5, Covid Lockdown, Fall Report to School Board

2020-2021 - Hybrid Instruction with 7-Period School Day

2021-2022 - Year 6

2022-2023 - Year 7



Flex Mod Schedule Structure



Schedule

- 30 Mods
- 15 Minutes in Length
- 25 Minute Advisory M,T,R,F
- 9th Grade ONLY Lunch M,T,R,F
- All School Lunch W
- Day starts at 7:45A (everyday)
- Day ends 3:10P on M,T,R,F & 1:40P on W
- Last 5 Minutes of any 'ending mod for a course is passing period'

Mod 0	7:00-7:45	
Mod 1	7:45-8:00	
Mod 2	8:00-8:15	
Mod 3	8:15-8:30	
Mod 4	8:30-8:45	
Mod 5	8:45-9:00	
Mod 6	9:00-9:15	
Mod 7	9:15-9:30	
Mod 8	9:30-9:45	
Mod 9	9:45-10:00	
Mod 10	10:00-10:15	
Mod 11	10:15-10:30	
Mod 12	10:30-10:45	
Mod 13	10:45-11:00	
Mod 14	11:00-11:15	
Mod 15	11:15-11:35	LUNCH 9 : Advisory 10, 11, 12
Mod 16	11:40-11:45	LUNCH 9 : Advisory 10, 11, 12
Mod 17	11:45-12:00	LUNCH 10, 11, 12 : Advisory 9
Mod 18	12:00-12:15	LUNCH 9 : Advisory 10, 11, 12
Mod 19	12:15-12:30	
Mod 20	12:30-12:45	
Mod 21	12:45-1:00	
Mod 22	1:00-1:15	
Mod 23	1:15-1:30	
Mod 24	1:30-1:45	
Mod 25	1:45-2:00	
Mod 26	2:00-2:15	
Mod 27	2:15-2:30	
Mod 28	2:30-2:45	
Mod 29	2:45-3:00	
Mod 30	3:00-3:15	



Schedule

- 24 Mods
- 15 Minutes in Length
- All School Lunch W
- Day starts at 7:45A (everyday)
- Day ends at 1:40P on W
- Last 5 Minutes of any 'ending mod for a course is passing period'

Mod 0	7:00-7:45	
Mod 1	7:45-8:00	
Mod 2	8:00-8:15	
Mod 3	8:15-8:30	
Mod 4	8:30-8:45	
Mod 5	8:45-9:00	
Mod 6	9:00-9:15	
Mod 7	9:15-9:30	
Mod 8	9:30-9:45	
Mod 9	9:45-10:00	
Mod 10	10:00-10:15	
Mod 11	10:15-10:30	
Mod 12	10:30-10:45	
Mod 13	10:45-11:00	LUNCH
Mod 14	11:00-11:15	
Mod 15	11:15-11:30	
Mod 16	11:30-11:45	
Mod 17	11:45-12:00	
Mod 18	12:00-12:15	
Mod 19	12:15-12:30	
Mod 20	12:30-12:45	
Mod 21	12:45-1:00	
Mod 22	1:00-1:15	
Mod 23	1:15-1:30	
Mod 24	1:30-1:45	



	Monday	Tuesday	Wednesday	Thursday	Friday	
Early 7:00-7:45						Early 7:00-7:45
Mod 1 7:45-8:00	ENGLISH 1 10511M /MATHEWS RV/ 233	AP WORLD HIST 1 25871T /PETERSON PE/ 201	RESOURCE BE 93041W /PHILLIPS DR/ 104	ENGLISH 1 10511R /MATHEWS RV/ LGI	ALGEBRA 1 15631F /GERSTNER TR/ 224	Mod 1 7:45-8:00
Mod 2 8:00-8:15						Mod 2 8:00-8:15
Mod 3 8:15-8:30						Mod 3 8:15-8:30
Mod 4 8:30-8:45			ENGLISH 1 10511W /WATTS PA/ 233	ACAD LRN TIME 90511R /HEITZMANN MA/ COMM		Mod 4 8:30-8:45
Mod 5 8:45-9:00	DIGTL WEB DESGN 57291M /PHILLIPS DR/ 104	DIGTL WEB DESGN 57291T /PHILLIPS DR/ 104		DIGTL WEB DESGN /104 BIOLOGY 1A/175	DIGTL WEB DESGN 57291F /PHILLIPS DR/ 104	Mod 5 8:45-9:00
Mod 6 9:00-9:15				DIGTL WEB DESGN /104 BIOLOGY 1A/175		Mod 6 9:00-9:15
Mod 7 9:15-9:30	RESOURCE SC 92661M /SC027A SQ/ 157	ENGLISH 1 10511T /MATHEWS RV/ 252	BIOLOGY 1 20611W /DETIENNE NA/ LGI	BIOLOGY 1A 20711R /DETIENNE NA/ 175	RESOURCE BE 93041F /PHILLIPS DR/ 104	Mod 7 9:15-9:30
Mod 8 9:30-9:45						Mod 8 9:30-9:45
Mod 9 9:45-10:00				ALGEBRA 1 15631R /GERSTNER TR/ 224		Mod 9 9:45-10:00
Mod 10 10:00-10:15		ACAD LRN TIME 90511T /HEITZMANN MA/ COMM	ALGEBRA 1 15631W /GERSTNER TR/ 224		RESOURCE LA 92621F /A027A SQ/ 250	Mod 10 10:00-10:15
Mod 11 10:15-10:30	RESOURCE CHOIR 92901M /CHRISTOPHERSON KA/ 143	BIOLOGY 1 20611T /MCCRACKIN SE/ 171		RESOURCE SS 92681R /SO027A SQ/ 212		Mod 11 10:15-10:30
Mod 12 10:30-10:45						Mod 12 10:30-10:45
Mod 13 10:45-11:00			LUNCH 90461W /FORMOLO KE/ COMM		BIOLOGY 1 20611F /APRILL MV/ 153	Mod 13 10:45-11:00
Mod 14 11:00-11:15	ACAD LRN TIME 90511M /HEITZMANN MA/ COMM					Mod 14 11:00-11:15
Mod 15 11:15-11:30	ADVISORY DB 90561M /SCAPPELLATO JE/ 252	ADVISORY DB 90561T /SCAPPELLATO JE/ 252		ADVISORY DB 90561R /SCAPPELLATO JE/ 252	ADVISORY DB 90561F /SCAPPELLATO JE/ 252	Mod 15 11:15-11:30
Mod 16 11:40-11:45	LUNCH 90461M /FORMOLO KE/ COMM	LUNCH 90461T /FORMOLO KE/ COMM	AP WORLD HIST 1 25871W /PETERSON PE/ 201	LUNCH 90461R /FORMOLO KE/ COMM	LUNCH 90461F /FORMOLO KE/ COMM	Mod 16 11:40-11:45
Mod 17 11:45-12:00						Mod 17 11:45-12:00
Mod 18 12:00-12:15						Mod 18 12:00-12:15
Mod 19 12:15-12:30	AP WORLD HIST 1 25871M /PETERSON PE/ 201	ALGEBRA 1 15631T /WEIMANN AL/ 232		AP WORLD HIST 1 25871R /PETERSON PE/ 201	ENGLISH 1 10511F /MATHEWS RV/ 252	Mod 19 12:15-12:30
Mod 20 12:30-12:45			ACAD LRN TIME 90521W /HEITZMANN MA/ COMM			Mod 20 12:30-12:45
Mod 21 12:45-1:00				RESOURCE MA 92641R /MA027A SQ/ 231		Mod 21 12:45-1:00
Mod 22 1:00-1:15	ALGEBRA 1 15631M /PITSC TH/ 229		CHINESE 1A 40811W /MILLS KA/ 273		AP WORLD HIST 1 25871F /PETERSON BR/ 201	Mod 22 1:00-1:15
Mod 23 1:15-1:30		ACAD LRN TIME 90521T /HEITZMANN MA/ COMM				Mod 23 1:15-1:30
Mod 24 1:30-1:45						Mod 24 1:30-1:45
Mod 25 1:45-2:00	CHINESE 1A 40811R BIOLOGY 1A/175	CHINESE 1A 40811T /MILLS KA/ 273		CHINESE 1A 40811R /MILLS KA/ 273	CHINESE 1A 40811F /MILLS KA/ 273	Mod 25 1:45-2:00
Mod 26 2:00-2:15	CHINESE 1A 40811R BIOLOGY 1A/175					Mod 26 2:00-2:15
Mod 27 2:15-2:30	CONC ORCHESTRA 3571M CHINESE 1A 40811R				CONC ORCHESTRA 3571F CHINESE 1A 40811R	Mod 27 2:15-2:30
Mod 28 2:30-2:45	CONC ORCHESTRA 35711M /BEEKHUIZEN AM/ 143	CONC ORCHESTRA 35711T /BEEKHUIZEN AM/ 143		CONC ORCHESTRA 35711R /BEEKHUIZEN AM/ 143	CONC ORCHESTRA 35711F /BEEKHUIZEN AM/ 143	Mod 28 2:30-2:45
Mod 29 2:45-3:00						Mod 29 2:45-3:00
Mod 30 3:00-3:15						Mod 30 3:00-3:15
Late 3:15->						Late 3:15->

Course Phasing

Each course is unique in how it is set up. Each day of the week is the same from week to week, but each day will be different.

14-16 or 15-18 (9th Grade) MODS a WEEK is a typical class.

Classes can be phased with different patterns for the week..

- Regular Phases
- Regular/Resource Phases
- Hybrid

Length of classes each day range from

- 2-5 mods in length.

Size of classes vary from day to day:

- Large Group
- Medium Group
- Small Group
- Discussion Group



Interventions and Supports for Inclusive Learning

Special Education:

- Co-Planning to Co-Serve & Co-Teach
- Core Supports (wrap around) Instruction with a special education teacher in English, Social Studies, Science, and Math
- Social Skills Training for students in addition to Core Academics
- Academic Interventions for Math and Reading in addition to Core Academics
- Direct Study

Multilingual Education:

- Co-Planning to Co-Serve & Co-Teach
- Wrap Around Instruction with a multilingual teacher in English, Social Studies, Science, and Math
- ML Resource Support in addition to Core Academics
- ML English Acquisition courses in addition to Core Academics

At-Risk Programming and Partnerships:

- Empowerment Center
 - Power Resource & CICO
- Counseling and Social Worker Groups: Truancy Abatement, Affect Groups, MH Groups
- Academic Literacy (Co-Planning to Co-Serve & Co-Teach)
- Math Literacy
- Be Great Graduate, Mentor U, PATH: Lakeshore Community Health Counseling Services



	Monday	Tuesday	Wednesday	Thursday	Friday	
Early 7:00-7:45						Early 7:00-7:45
Mod 1 7:45-8:00	ENGLISH 1 10511M /MATHEWS RV/ 233	AP WORLD HIST 1 25871T /PETERSON PE/ 201	RESOURCE BE 93041W /PHILLIPS DR/ 104	ENGLISH 1 10511R /MATHEWS RV/ LGI	ALGEBRA 1 15631F /GERSTNER TR/ 224	Mod 1 7:45-8:00
Mod 2 8:00-8:15						Mod 2 8:00-8:15
Mod 3 8:15-8:30						Mod 3 8:15-8:30
Mod 4 8:30-8:45						Mod 4 8:30-8:45
Mod 5 8:45-9:00	DIGTL WEB DESGN 57291M /PHILLIPS DR/ 104	DIGTL WEB DESGN 57291T /PHILLIPS DR/ 104		DIGTL WEB DESGN 57291R /PHILLIPS DR/ 104	DIGTL WEB DESGN 57291F /PHILLIPS DR/ 104	Mod 5 8:45-9:00
Mod 6 9:00-9:15						Mod 6 9:00-9:15
Mod 7 9:15-9:30	RESOURCE SC 92861M /SC027A SQ/ 157	ENGLISH 1 10511T /MATHEWS RV/ 252	BIOLOGY 1 20611W /DETIENNE NA/ LGI	BIOLOGY 1A 20711R /DETIENNE NA/ 175	RESOURCE BE 93041F /PHILLIPS DR/ 104	Mod 7 9:15-9:30
Mod 8 9:30-9:45						Mod 8 9:30-9:45
Mod 9 9:45-10:00						Mod 9 9:45-10:00
Mod 10 10:00-10:15		ACAD LRN TIME 90511T /HEITZMANN MA/ COMM	ALGEBRA 1 15631W /GERSTNER TR/ 224		RESOURCE LA 92821F /LA027A SQ/ 250	Mod 10 10:00-10:15
Mod 11 10:15-10:30	RESOURCE CHOIR 92901M /CHRISTOPHERSON KA/ 143	BIOLOGY 1 20611T /MCCRACKIN SE/ 171		RESOURCE SC 92861R /SC027A SQ/ 212		Mod 11 10:15-10:30
Mod 12 10:30-10:45						Mod 12 10:30-10:45
Mod 13 10:45-11:00			LUNCH 90461W /FORMOLO KE/ COMM		BIOLOGY 1 20611F /APRILL MW/ 153	Mod 13 10:45-11:00
Mod 14 11:00-11:15	ACAD LRN TIME 90511M /HEITZMANN MA/ COMM					Mod 14 11:00-11:15
Mod 15 11:15-11:35	ADVISORY DB 90561R /SCAPELLATO JE/ 252	ADVISORY DB 90561T /SCAPELLATO JE/ 252		ADVISORY DB 90561R /SCAPELLATO JE/ 252	ADVISORY DB 90561F /SCAPELLATO JE/ 252	Mod 15 11:15-11:35
Mod 16 11:40-11:45	LUNCH 90461M /FORMOLO KE/ COMM	LUNCH 90461T /FORMOLO KE/ COMM	AP WORLD HIST 1 25871W /PETERSON PE/ 201	LUNCH 90461R /FORMOLO KE/ COMM	LUNCH 90461F /FORMOLO KE/ COMM	Mod 16 11:40-11:45
Mod 17 11:45-12:00						Mod 17 11:45-12:00
Mod 18 12:00-12:15						Mod 18 12:00-12:15
Mod 19 12:15-12:30	AP WORLD HIST 1 25871M /PETERSON PE/ 201	ALGEBRA 1 15631T /WEIMANN AL/ 232		AP WORLD HIST 1 25871R /PETERSON PE/ 201	ENGLISH 1 10511F /MATHEWS RV/ 252	Mod 19 12:15-12:30
Mod 20 12:30-12:45			ACAD LRN TIME 90521W /HEITZMANN MA/ COMM			Mod 20 12:30-12:45
Mod 21 12:45-1:00				RESOURCE MA 92641R /MA027A SQ/ 231		Mod 21 12:45-1:00
Mod 22 1:00-1:15	ALGEBRA 1 15631M /PITSCH TH/ 229		CHINESE 1A 40811W /MILLS KA/ 273		AP WORLD HIST 1 25871F /PETERSON BR/ 201	Mod 22 1:00-1:15
Mod 23 1:15-1:30		ACAD LRN TIME 90521T /HEITZMANN MA/ COMM				Mod 23 1:15-1:30
Mod 24 1:30-1:45						Mod 24 1:30-1:45
Mod 25 1:45-2:00	CHINESE 1A 4081R /MILLS KA/ 273	CHINESE 1A 40811T /MILLS KA/ 273		CHINESE 1A 40811R /MILLS KA/ 273	CHINESE 1A 40811F /MILLS KA/ 273	Mod 25 1:45-2:00
Mod 26 2:00-2:15						Mod 26 2:00-2:15
Mod 27 2:15-2:30	CONC ORCHESTRA 143 /CHINESE 1A/ 275				CONC ORCHESTRA 143 /CHINESE 1A/ 273	Mod 27 2:15-2:30
Mod 28 2:30-2:45	CONC ORCHESTRA 35711M /BEEKHUIZEN AM/ 143	CONC ORCHESTRA 35711T /BEEKHUIZEN AM/ 143		CONC ORCHESTRA 35711R /BEEKHUIZEN AM/ 143	CONC ORCHESTRA 35711F /BEEKHUIZEN AM/ 143	Mod 28 2:30-2:45
Mod 29 2:45-3:00						Mod 29 2:45-3:00
Mod 30 3:00-3:15						Mod 30 3:00-3:15
Late 3:15->						Late 3:15->

Academic Learning Time COI W Attach 9 Privilege VS Structured

Privilege =
Guided Study Hall

Structured =
Subject Resource

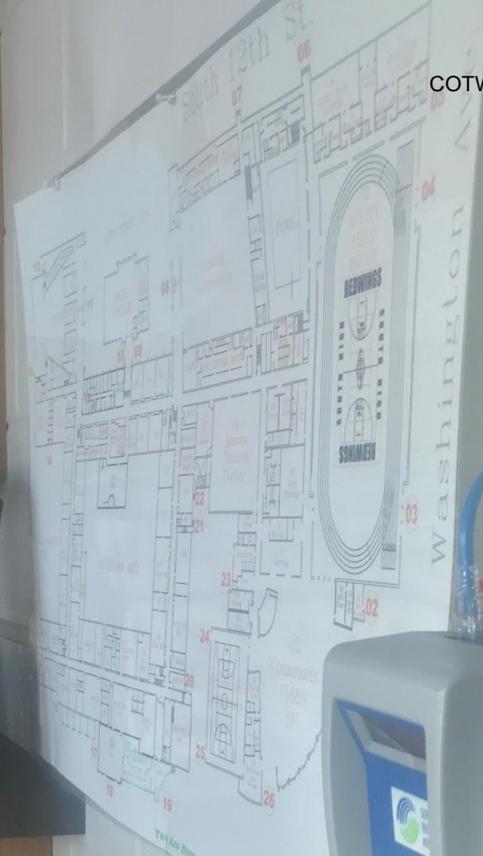
ATTENDANCE

Students ARE expected to ATTEND all mods in their schedule. Attendance is taken by teachers in all academic areas and students scan in Academic Learning environments (resource, study hall).



Flex Mod Schedule Implementation





Positive Attendance

Date	Parent Notified	-00-	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-	-10-	-11-	-12-	-13-	-14-	-15-	-16-	-17-	-18-	-19-	-20-	-21-	-22-	-23-	-24-	-25-	-26-	-27-	-28-	-29-	-30-			
10/21/2019 - Monday	No		P-LG	P-LG	P-LG	P-LG	P-SO	P-SO	P-SO	U-	U-	U-	U-	U-	U-		U-	U-	U-	U-	U-	U-				U-									
10/18/2019 - Friday	No																										U-	U-	U-	U-	U-				
10/17/2019 - Thursday	No																								U-	U-	U-								
10/16/2019 - Wednesday	No																		U-	T-TY															
10/10/2019 - Thursday	No										U-	U-	U-						U-	U-	U-														
10/09/2019 - Wednesday	No																		U-																
10/04/2019 - Friday	No																			R-SC															
10/03/2019 - Thursday	No																							U-	U-										
10/02/2019 - Wednesday	No																		U-																
10/01/2019 - Tuesday	No		U-																																
09/25/2019 - Wednesday	No																		U-																
09/18/2019 - Wednesday	No		U-	U-	U-	U-													U-																
09/12/2019 - Thursday	No																																	T-TY	
09/06/2019 - Friday	No																			U-UX	U-UX	U-UX	U-UX												
09/04/2019 - Wednesday	No		U-UX	U-UX	U-UX																														



Positive Attendance

Daily Use:

- Day view shows each student location and overnight Positive Attendance code is cleared
- Scan and Verify by Teachers
- System in place to verify students attended their assigned locations



Conflict Resolution

Each student will have explicit direction and expectations for managing any classes that are in overlap with one another.

Teachers and students work to resolve all conflicts together and through collaboration.

Conflict resolution options:

- Trust or Ignore
- Split the mods
- Alternate classes
- *Back-schedule in Resource*
- *Independent Study*
- *Hard Choice*



	Monday	Tuesday	Wednesday	Thursday	Friday	
Early 7:00-7:45						Early 7:00-7:45
Mod 1 7:45-8:30	ENGLISH 1 10511M /MATHWEWS RV/ 233	AP WORLD HIST 1 25871T /PETERSON PE/ 201	RESOURCE BE 93041W /PHILLIPS DR/ 104	ENGLISH 1 10511R /MATHWEWS RV/ LGI	ALGEBRA 1 15631F /GERSTNER TR/ 224	Mod 1 7:45-8:00
Mod 2 8:00-8:15						Mod 2 8:00-8:15
Mod 3 8:15-8:30						Mod 3 8:15-8:30
Mod 4 8:30-8:45			ENGLISH 1 10511W /WATTS PA/ 233	HEITZMANN MA/ COMM		Mod 4 8:30-8:45
Mod 5 8:45-9:00	DIGTL WEB DESGN 57291M /PHILLIPS DR/ 104	DIGTL WEB DESGN 57291T /PHILLIPS DR/ 104		DIGTL WEB DESGN /104 BIOLOGY 1A /175	DIGTL WEB DESGN 57291F /PHILLIPS DR/ 104	Mod 5 8:45-9:00
Mod 6 9:00-9:15				DIGTL WEB DESGN /104 BIOLOGY 1A /175		Mod 6 9:00-9:15
Mod 7 9:15-9:30	RESOURCE SC 92661M /SO027A SO/ 157	ENGLISH 1 10511T /MATHWEWS RV/ 252	BIOLOGY 1 20611W /DETENNE NA/ LGI	BIOLOGY 1A 20711R /DETENNE NA/ 175	RESOURCE BE 93041F /PHILLIPS DR/ 104	Mod 7 9:15-9:30
Mod 8 9:30-9:45						Mod 8 9:30-9:45
Mod 9 9:45-10:00				ALGEBRA 1 15631R /GERSTNER TR/ 224		Mod 9 9:45-10:00
Mod 10 10:00-10:15		ACAD LRN TIME 90511T /HEITZMANN MA/ COMM	ALGEBRA 1 15631W /GERSTNER TR/ 224		RESOURCE LA 92621F /LA027A SO/ 250	Mod 10 10:00-10:15
Mod 11 10:15-10:30	RESOURCE CHOIR 92901M /CHRISTOPHERSON KA/ 143	BIOLOGY 1 20611T /MCCRACKIN SE/ 171		RESOURCE SS 92681R /SO027A SO/ 212		Mod 11 10:15-10:30
Mod 12 10:30-10:45						Mod 12 10:30-10:45
Mod 13 10:45-11:00			LUNCH 90461W /FORMOLO KE/ COMM		BIOLOGY 1 20611F /APRILL MW/ 153	Mod 13 10:45-11:00
Mod 14 11:00-11:15	ACAD LRN TIME 90511M /HEITZMANN MA/ COMM					Mod 14 11:00-11:15
Mod 15 11:15-11:30	ADVISORY 09 90561M /SCAPELLATO JE/ 252	ADVISORY 09 90561T /SCAPELLATO JE/ 252		ADVISORY 09 90561R /SCAPELLATO JE/ 252	ADVISORY 09 90561F /SCAPELLATO JE/ 252	Mod 15 11:15-11:30
Mod 16 11:40-11:45	LUNCH 90461M /FORMOLO KE/ COMM	LUNCH 90461T /FORMOLO KE/ COMM	AP WORLD HIST 1 25871W /PETERSON PE/ 201	LUNCH 90461R /FORMOLO KE/ COMM	LUNCH 90461F /FORMOLO KE/ COMM	Mod 16 11:40-11:45
Mod 17 11:45-12:00						Mod 17 11:45-12:00
Mod 18 12:00-12:15						Mod 18 12:00-12:15
Mod 19 12:15-12:30	AP WORLD HIST 1 25871M /PETERSON PE/ 201	ALGEBRA 1 15631T /WEIMANN ALI/ 232		AP WORLD HIST 1 25871R /PETERSON PE/ 201	ENGLISH 1 10511F /MATHWEWS RV/ 252	Mod 19 12:15-12:30
Mod 20 12:30-12:45			ACAD LRN TIME 90521W /HEITZMANN MA/ COMM			Mod 20 12:30-12:45
Mod 21 12:45-1:00				RESOURCE MA 92641R /MA027A SO/ 231		Mod 21 12:45-1:00
Mod 22 1:00-1:15	ALGEBRA 1 15631M /PITTSCH TH/ 229		CHINESE 1A 40811W /MILLS KA/ 273		AP WORLD HIST 1 25871F /PETERSON BR/ 201	Mod 22 1:00-1:15
Mod 23 1:15-1:30		ACAD LRN TIME 90521T /HEITZMANN MA/ COMM				Mod 23 1:15-1:30
Mod 24 1:30-1:45						Mod 24 1:30-1:45
Mod 25 1:45-2:00	CHINESE 1A 40811R /MILLS KA/ 273	CHINESE 1A 40811T /MILLS KA/ 273		CHINESE 1A 40811R /MILLS KA/ 273	CHINESE 1A 40811F /MILLS KA/ 273	Mod 25 1:45-2:00
Mod 26 2:00-2:15	CHINESE 1A 40811R /MILLS KA/ 273					Mod 26 2:00-2:15
Mod 27 2:15-2:30	CONC ORCHESTRA /143 CHINESE 1A 40811R				CONC ORCHESTRA /143 CHINESE 1A 40811R	Mod 27 2:15-2:30
Mod 28 2:30-2:45	CONC ORCHESTRA 35711M	CONC ORCHESTRA 35711T /BEEKHUIZEN AM/ 143		CONC ORCHESTRA 35711R /BEEKHUIZEN AM/ 143	CONC ORCHESTRA 35711F /BEEKHUIZEN AM/ 143	Mod 28 2:30-2:45
Mod 29 2:45-3:00						Mod 29 2:45-3:00
Mod 30 3:00-3:15						Mod 30 3:00-3:15
Late 3:15->						Late 3:15->

Conflict Resolution

Each student will have explicit direction and expectations for managing any classes that are in overlap with one another.

Conflict Resolution begins on the first day of each semester. Teachers and students work to resolve all conflicts and are supported through their advisory class period.

Conflict resolution options:

- Trust or Ignore
- Split the mods
- Alternate classes
- Back-schedule in Resource
- Independent Study
- Hard Choice

Conflict Resolution



Sheboygan South High School Schedule Conflict Resolution Form



Student Name: _____ ID # _____ Grade: _____

School Counselor: _____

CONFLICT: Press Hard & Use Pen

Day of Conflict:	Mods with conflict:	
List courses that conflict	Teacher Name	Teacher Signature <small>(Indicates support of resolution)</small>
1.		
2.		
Resolution Plan: <input type="checkbox"/> Student managed (TRUST the student, regardless of # of conflicts) <input type="checkbox"/> Ignore the Conflict. Always attend: _____ <input type="checkbox"/> Ignore the Conflict and Back schedule #__ mods in Resource <input type="checkbox"/> Split the Conflict (only applies to conflicts with two or more mods overlapping) <input type="checkbox"/> Alternate by week: Course #1: _____ on Odd Week and Course #2: _____ Even Week <input type="checkbox"/> OTHER: _____ _____ _____		

White: Student Copy

Yellow: Teacher Copy

Pink: Teacher Copy

Gold: Office



Why Flexible Scheduling

Teacher Collaboration
Planning and Discussion

Resource Time
Access to Teachers
Access to Students

Academic & Career Plan
Diploma by Design

Course Phasing

Each course is unique in how it is set up. Each day of the week is the same from week to week, but each day will be different.

14-16 MODS a WEEK is a typical class.

Classes will meet in various sizes and # of Mods.

- Regular Phases
- Regular/Resource Phases
- Hybrid

SOUTH HIGH SCHOOL

Flexible Scheduling

	Monday	Tuesday	Wednesday	Thursday	Friday	
Early 7:00-7:45						Early 7:00-7:45
Mod 1 7:45-8:00	AP WORLD HIST 2 25882M /PETERSON PEJ/201	AP WORLD HIST 2 25882T /PETERSON PEJ/201	SPANISH 1B 40722W /CORDEIRO EU/272	STUDY HALL 90512R /RIDENOUR LE/ COMM	AP WORLD HIST 2 25882F /PETERSON PEJ/201	Mod 1 7:45-8:00
Mod 2 8:00-8:15				RESOURCE CHOIR 92902R /MUELLENBACH AN/ 143		Mod 2 8:00-8:15
Mod 3 8:15-8:30						Mod 3 8:15-8:30
Mod 4 8:30-8:45			ENGLISH 2 10522W /MATHWEIS III RW/ 233		STUDY HALL 90512F /RIDENOUR LE/ COMM	Mod 4 8:30-8:45
Mod 5 8:45-9:00	ADV ALGEBRA 2 15822M /RISTOW JEJ/227	STUDY HALL 90512T /RIDENOUR LE/ COMM		RANK MI GYMR	WELLNESS COMP 1 30912F /RANK MI GYMR	Mod 5 8:45-9:00
Mod 6 9:00-9:15		SPANISH 1B 40722T /CORDEIRO EU/272				Mod 6 9:00-9:15
Mod 7 9:15-9:30			KLOKOW SUJ 232			Mod 7 9:15-9:30
Mod 8 9:30-9:45	STUDY HALL 90522M /RIDENOUR LE/ COMM					Mod 8 9:30-9:45
Mod 9 9:45-10:00				BIOLOGY 2A 20722R /JOLTESVIG KA/ 175	STUDY HALL 90522F /RIDENOUR LE/ COMM	Mod 9 9:45-10:00
Mod 10 10:00-10:15	SPANISH 1B 40722M /SMITH MA/ 271	ENGLISH 2 10522T /LARSON TE/ 252S	RESOURCE SS 92662W /206		SPANISH 1B 40722F /SMITH MA/ 274	Mod 10 10:00-10:15
Mod 11 10:15-10:30						Mod 11 10:15-10:30
Mod 12 10:30-10:45			LUNCH A 90462W /SUPPORT SK/ COMM			Mod 12 10:30-10:45
Mod 13 10:45-11:00						Mod 13 10:45-11:00
Mod 14 11:00-11:15	LUNCH A 90462M /SUPPORT SK/ COMM	LUNCH A 90462T /SUPPORT SK/ COMM		LUNCH A 90462R /SUPPORT SK/ COMM	LUNCH A 90462F /SUPPORT SK/ COMM	Mod 14 11:00-11:15
Mod 15 11:15-11:30						Mod 15 11:15-11:30
Mod 16 11:30-11:45	ADVISORY 9 90562M /SCAPELLATO JEJ/ 253	ADVISORY 9 90562T /SCAPELLATO JEJ/ 253	CHAM ORCHESTRA /143 AP WORLD HIST 2 /201	ADVISORY 9 90562R /SCAPELLATO JEJ/ 253	ADVISORY 9 90562F /SCAPELLATO JEJ/ 253	Mod 16 11:30-11:45
Mod 17 11:45-12:00			CHAM ORCHESTRA /143 AP WORLD HIST 2 /201			Mod 17 11:45-12:00
Mod 18 12:00-12:15	CHAM ORCHESTRA 35762M /MUELLENBACH AN/ 143	CHAM ORCHESTRA 35762T /MUELLENBACH AN/ 143	CHAM ORCHESTRA /143 AP WORLD HIST 2 /201	CHAM ORCHESTRA 35762R /MUELLENBACH AN/ 143	CHAM ORCHESTRA 35762F /MUELLENBACH AN/ 143	Mod 18 12:00-12:15
Mod 19 12:15-12:30			WESTCOTT ADV 132			Mod 19 12:15-12:30
Mod 20 12:30-12:45						Mod 20 12:30-12:45
Mod 21 12:45-1	CHAM ORCHESTRA /143 BIOLOGY 2A /175	STUDY HALL 90532T /RIDENOUR LE/ COMM		STUDY HALL 90532R /RIDENOUR LE/ COMM	STUDY HALL 90532F /RIDENOUR LE/ COMM	Mod 21 12:45-1:00
Mod 22 1:00-1:15				WELLNESS COMP 1 30912W /RANK MI GYMR		Mod 22 1:00-1:15
Mod 23 1:15-1:30						Mod 23 1:15-1:30
Mod 24 1:30-1:45	RESOURCE MA 92642M /Z31	BIOLOGY 2A 20722T /JOLTESVIG KA/ 175		ENGLISH 2 10522R /LARSON TE/ 132E	ENGLISH 2 10522S /RENZELMANN MI/ 236	Mod 24 1:30-1:45
Mod 25 1:45-2:00						Mod 25 1:45-2:00
Mod 26 2:00-2:15						Mod 26 2:00-2:15
Mod 27 2:15-2:30	RANK MI GYMR	STUDY HALL 90512T /RIDENOUR LE/ COMM		/RIDENOUR LE/ COMM	/RIDENOUR LE/ COMM	Mod 27 2:15-2:30
Mod 28 2:30-2:45		ADV ALGEBRA 2 15822T /KLOKOW SUJ 232		ADV ALGEBRA 2 15822R /KLOKOW SUJ 232	ADV ALGEBRA 2 15822F /KLOKOW SUJ 232	Mod 28 2:30-2:45
Mod 29 2:45-3:00						Mod 29 2:45-3:00
Mod 30 3:00-3:15						Mod 30 3:00-3:15
Late						Late

WIAA D1 Sect

Academic Learning

COTW Attach 9

Time

Privilege VS Structured

Privilege: Study Hall

Structured: Core Resource

Conflict Resolution

Each student will have explicit direction and expectations for managing any classes that are in overlap with one another.

Conflict resolution options:

- Trust or Ignore
- Split the mods
- Alternate classes
- Resource Scheduling
- Independent Study
- Hard Choice

Flex Mod Schedule Success Measures



How We Measure Success

COLLABORATION

GOAL: Create a schedule to allow for teacher collaboration through the Professional Learning Community (PLC) Process

100% PLC Implementation with 100% Commitment to Common Curriculum, Common Instruction, Common Assessment, and Common Grading

- 30+ Active PLCs meet 2X/Week for 40 minutes
- Standards-based curriculum aligned with ACT Benchmarks, English Language Development Standards, ID Standards, etc...
- Co-Planning to Co-Serve and Co-Teach

METRIC: State Assessments



How We Measure Success

Interventions and Supports

GOAL: Create an inclusive school environment with a system of support for students in special education, multilingual programs, and students identified as at-risk

Special Education, Multilingual, At-Risk Systems to support inclusive education:

- Core Supports (Wrap Around Instruction)
- Social Skills and Academic Skills courses
- Health and Wellness Programs embedded into the school day

Core Course and Elective Course Resource Rooms and Time Allocations:

- Immediate scheduling into resource for support in academic skills or achievement related skills
- Open resource allows for students to seek out help as needed, complete work/test/quizzes, and access materials

METRIC: Graduation Rate, Grade Distribution, State Assessments



How We Measure Success

Academic and Career Planning

Goal: Create a schedule to more fully support students in fulfilling their academic and career plans through course enrollment and program participation

- Reduced semester based independent study courses from roughly 40-50 per semester prior to flexible scheduling to 5-10 post implementation of flexible scheduling
- Supports students in taking advantage of Dual Credit Courses
- Elective area courses are able to remain viable and not in direct competition with Required content area courses
- Pathway Focus
 - Manufacturing, Computer Science, Education, Health Sciences, Entrepreneurship, Fine Arts

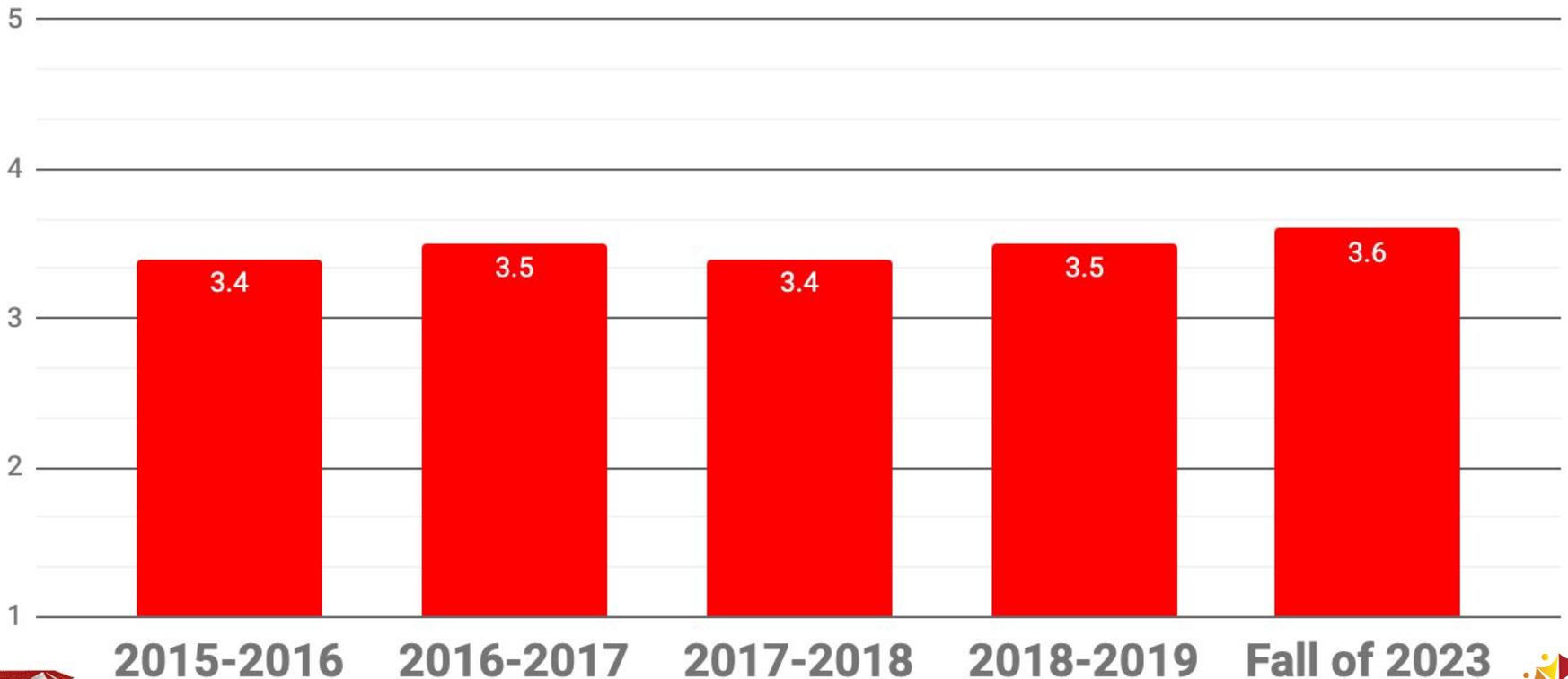
Metric: College and Career Readiness Report Card: Dual Credit Pathway Course, Workplace Learning, Industry Credential



How We Measure Success

Each year we survey our **TEACHERS** on Flex Mod. The question asked is based on a likert scale of 1-5 with 1 being Strongly Disagree and 5 being Strongly Agree.

Overall I am pleased with the Flex-Mod Schedule?

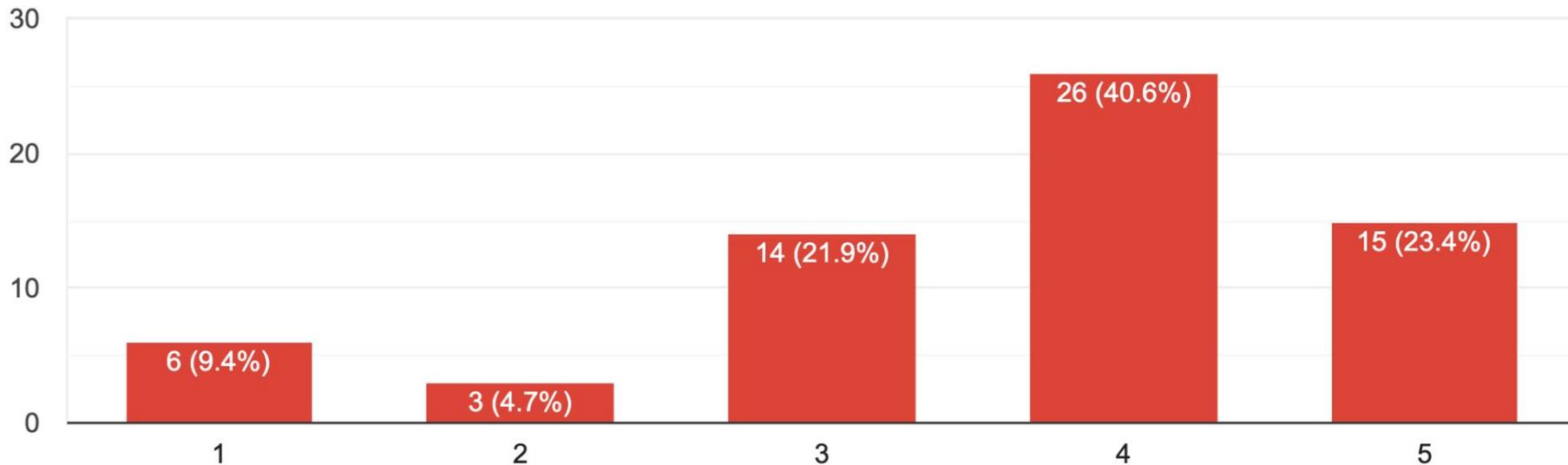


How We Measure Success

This year we surveyed our **TEACHERS** on Flex Mod during Presession 2023. The question asked is based on a likert scale of 1-5 with 1 being Strongly Disagree and 5 being Strongly Agree. This is the breakdown for teachers.

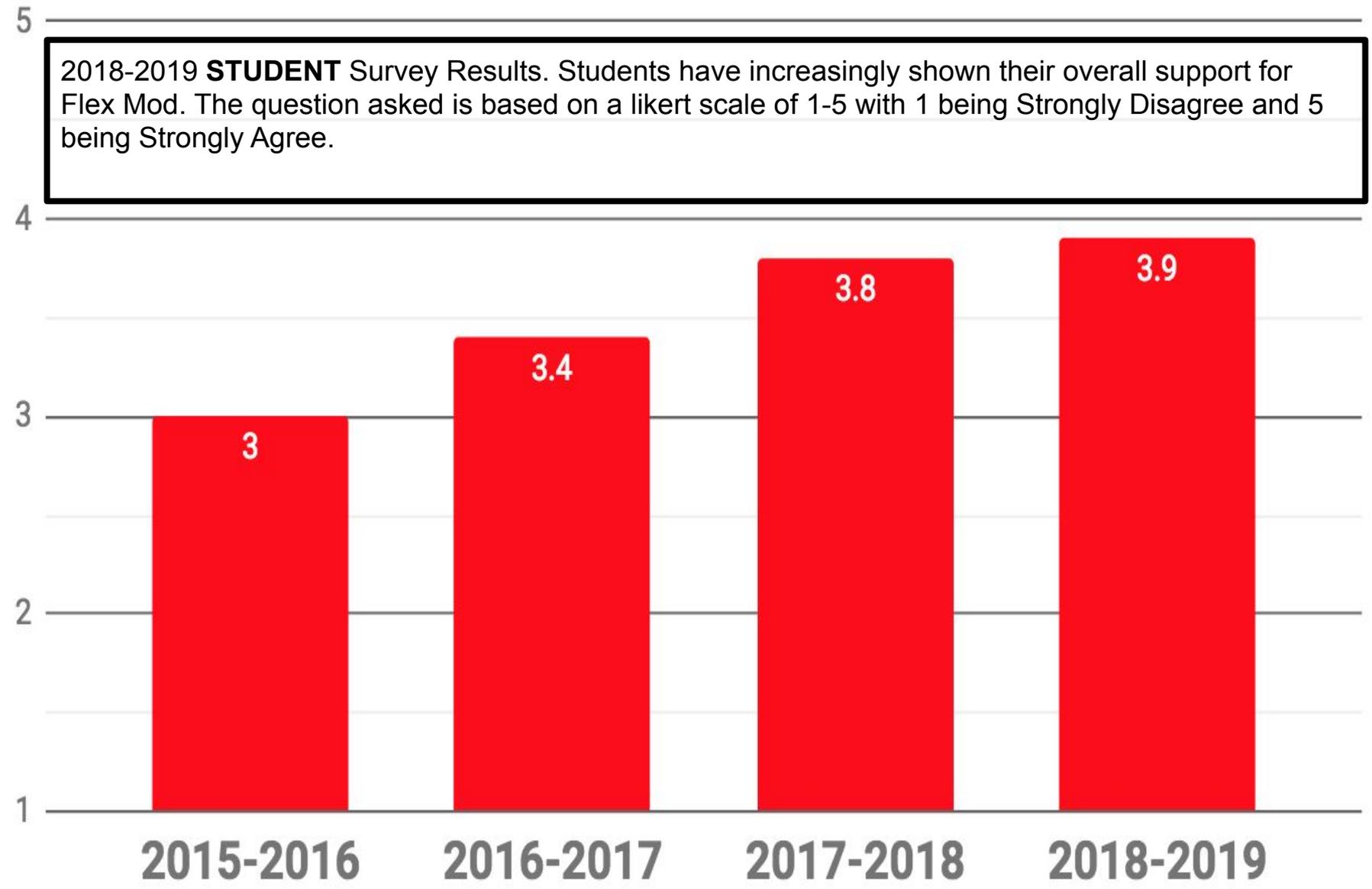
Overall, I am pleased with the Flex-Mod schedule?

64 responses



Overall I am pleased with the switch to the Flex-Mod Schedule?

2018-2019 **STUDENT** Survey Results. Students have increasingly shown their overall support for Flex Mod. The question asked is based on a likert scale of 1-5 with 1 being Strongly Disagree and 5 being Strongly Agree.



THANK YOU!!!

CONTACT INFORMATION

Kevin Formolo, Principal

1-920-459-3636

kformolo@sasd.net



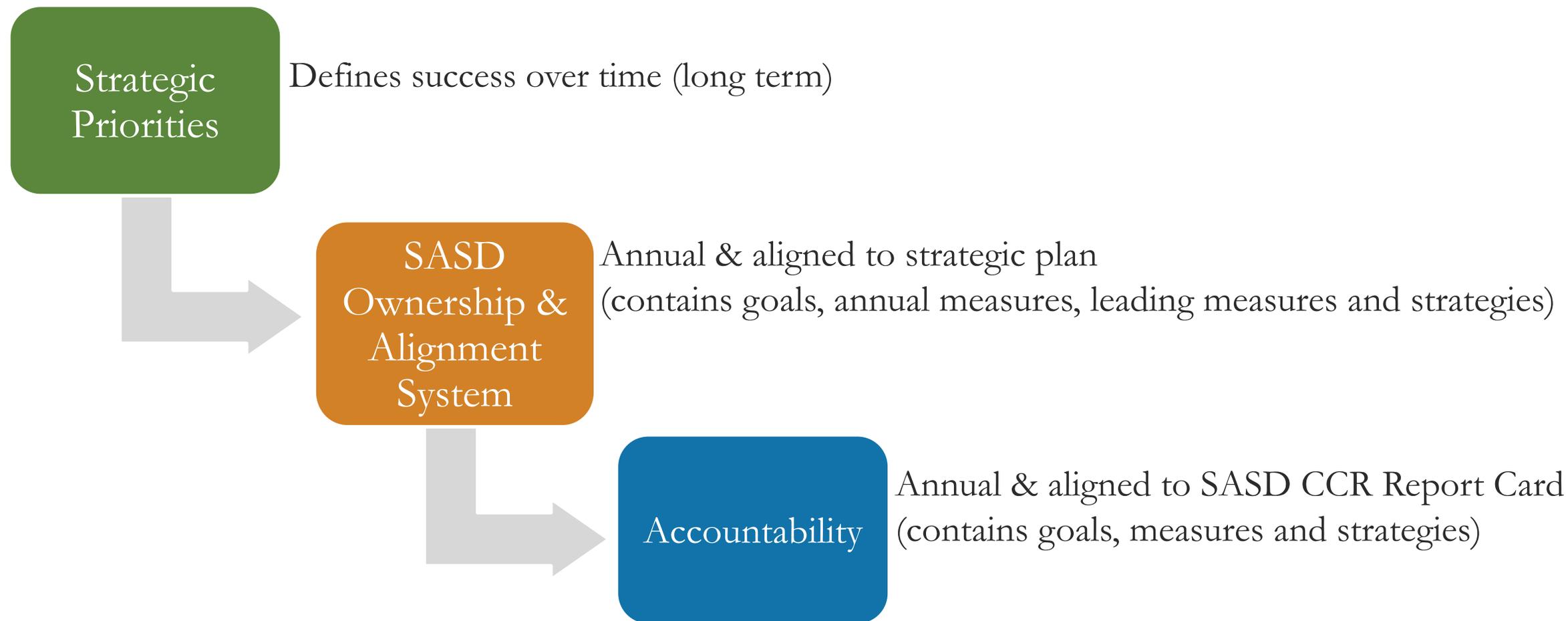


SHEBOYGAN AREA
— SCHOOL DISTRICT —

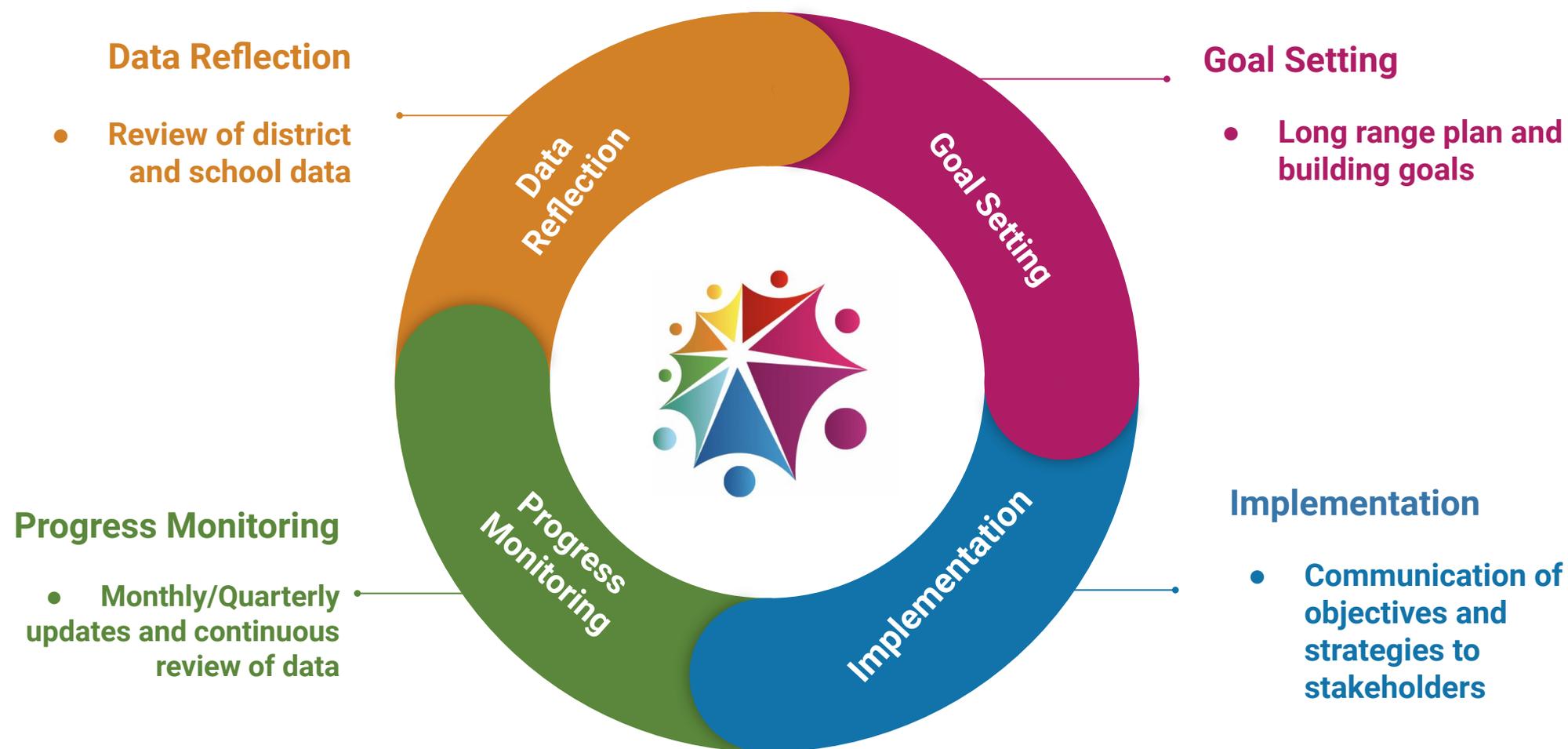
Annual Goal Planning

Board of Education Presentation - Tuesday, September 12, 2023

Utilizing Continuous Improvement to Measure Success



Continuous Improvement Cycle



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:

<i>Accountability Rating Category</i>	<i>Accountability Score Range</i>	
	<i>Minimum</i>	<i>Maximum</i>
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



Latest WI DPI School Report Card (based on 21-22 data)

- **Overall Score:**
 - **56.3**
- **Scoring Areas:**
 - **Achievement**
 - **56.6**
 - **Growth**
 - **57.5**
 - **Target Group Outcomes**
 - **34.7**
 - **On-Track to Graduation**
 - **82.9**



School Profile

SHEBOYGAN
NORTH HIGH SCHOOL



2021-2022
SCHOOL
PROFILE

WE ARE NORTH | BETTER TOGETHER

INSTRUCTIONAL SETTING

-  **1,522 STUDENTS** | GRADES 9-12
-  **18.3 AVERAGE CLASS SIZE**
23.3 AVERAGE CORE CLASS SIZE
-  **CHROMEBOOKS FOR ALL STUDENTS**
-  **31,260 PRINT RESOURCES & THOUSANDS OF ELECTRONIC RESOURCES IN LMC**
-  **60 MINUTES PER WEEK SEL & ACP CHECK-UP DURING HOMEROOM**
60 MINUTES PER WEEK INTENSIVE ACADEMIC SUPPORT DURING RAIDER TIME

-  **94.8%** ATTENDANCE RATE
-  **74.3%** CLASS OF 2022 COLLEGE READY
-  **79.1%** CLASS OF 2022 CAREER READY

CO-CURRICULARS



- 784 STUDENTS PARTICIPATED IN 26 SPORTS**
- 1,140 STUDENTS PARTICIPATED IN 40 CLUBS AND ACTIVITIES**
- 130 EVENTS AT DISTRICT SOLO & ENSEMBLE**
- 3,914 DOCUMENTED COMMUNITY SERVICE HOURS BY STUDENTS**

ACCOMPLISHMENTS

-  **\$410,000 SALE OF HOUSE CONSTRUCTED BY STUDENTS**
-  **73 STUDENTS EARNED 98 TECHNICAL CERTIFICATIONS ON CAMPUS**
-  **47 STUDENTS SCORED A 3+ ON AP EXAMS**
-  **485 STUDENTS EARNED COLLEGE CREDIT ON CAMPUS**

FAMILY CONNECTIONS



- 8TH GRADE OPEN HOUSE
- NORTH FRESHMEN & NEW STUDENT FAMILY INFORMATIONAL EVENING
- RAIDER PARENT ASSOCIATION
- STUDER PARENT SURVEY
- SKYLERT MESSAGING TO ALL CARETAKERS & STUDENTS
- STUDENT SERVICES MONTHLY NEWSLETTER
- SUMMER TEXT STEPS SUPPORT AFTER SENIOR YEAR
- GOOGLE CLASSROOM NOTIFICATIONS
- SOPHOMORE FAMILY ACADEMIC CAREER PLANNING MEETINGS

PROGRAM UPDATES

-  **179 STUDENTS IN INTENSIVE READING SUPPORT** | **106 IMPROVED AT LEAST 1 GRADE LEVEL**
-  **27 STUDENTS COMPLETED AND TESTED OUT OF MULTILINGUISTIC PROGRAM**

TEACHER SPOTLIGHT



- 58 TEACHERS WITH ADVANCED DEGREES**
- 4 TEACHERS WITH NATIONAL BOARD CERTIFICATIONS**
- 2 DOCTORS**
- 1 KOHL EDUCATIONAL FOUNDATION FELLOWS**
- 1 STATE TEACHER OF THE YEAR**

WE ARE NORTH | BETTER TOGETHER



Profile
[Click Here to Enlarge](#)

The North High School Profile highlights successes which not reported in the State Report card.



Reflection - Previous Year's Goal

Goal 1: Career Ready

Goal #	Goal	Outcome Measures	Evidence	Status
1	By June 2026, at least 90% of 2026 North graduates will be career ready, as measured by having attained at least two career readiness indicators.	<ul style="list-style-type: none"> ● TWO of the following: <ul style="list-style-type: none"> ○ 90% Attendance ○ Workplace Learning Experience ○ Industry Credentials ○ Dual credit Career Pathway Course ○ Two or more organized co-curricular activities 	<ul style="list-style-type: none"> ● 75% or 250 of the 334 students in the class of 2023 were Career Ready 	

Goal Reflection:

- **Stronger focus on attendance in the coming year(s)**
- **Focus on increasing student Workplace Learning Experiences**



Reflection - Previous Year's Goal

Goal 2: College Ready

Goal #	Goal	Outcome Measures	Evidence	Status
2	By June 2024, at least 80% of North's 2024 graduating class will be college ready (minimum 2 year), as measured by having attained a 2.8 GPA and at least one other college readiness indicator.	<ul style="list-style-type: none"> ● GPA 2.8+ and one additional <ul style="list-style-type: none"> ○ Advanced standing, CAPP, AP grade C or better ○ Dual credit college course ○ Advanced Algebra ○ 4 year ACT bench (English 18, Reading 22, Science 23, Math 22) ○ 2 year ACT Bench (English 18, Reading 18, Science 18, Math 18) 	<ul style="list-style-type: none"> ● 70% or 150 of 217 students in the class of 2023 who declared they were college bound were college ready. 	

Goal Reflection:

- Provide more opportunities for students to take AS/CAPP/AP classes
- Engage students in ACT prep sessions



CCR Data - All Students

College and Career Readiness Accountability Measures	% of Students Achieving			
	22-23	21-22	20-21	3 Yr Avg
School Year				
Career Ready (2 Indicators)	75.0%	79.1%	79.0%	77.7%
90% Attendance	75.7%	76.2%	72.8%	74.0%
25 Hours Community Service	11.1%			
Workplace Learning Experience	29.0%	35.7%	26.1%	30.3%
Industry Credential	6.3%			
Dual Credit Career Pathway Course	73.4%	75.9%	71.7%	73.7%
Two or More Organized Co-Curricular Activities	49.7%	54.2%	66.3%	56.7%
College Ready (GPA2.8+ and 1 additional indicator)	48.8%	54.2%	56.7%	53.2%
GPA 2.8+	58.1%	59.5%	57.9%	58.5%
Advanced Standing, CAPP, AP Course (Grade "C" or better)	66.2%	66.7%	71.6%	68.2%
Dual Credit College Course	28.1%	33.6%	21.8%	27.8%
Advanced Algebra	32.9%	38.7%	43.3%	38.3%
4-Year ACT Benchmarks (English 18; Reading 22; Science 23; Math 22)	14.1%	9.5%	21.5%	15.0%
2-Year ACT Benchmarks (English 18; Reading 18; Science 18; Math 18)	6.9%	4.2%	37.5%	16.2%
Total Students	334	336	349	340

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)		58.2%	65.5%	61.3%	61.6%
90% Attendance		65.5%	75.2%	58.7%	66.8%
25 Hours Community Service		2.4%			
Workplace Learning Experience		30.6%	37.2%	41.3%	36.4%
Industry Credential		4.7%			
Dual Credit Career Pathway Course		55.3%	58.4%	41.3%	51.7%
Two or More Organized Co-Curricular Activities		30.6%	32.7%	36.5%	33.3%
College Ready (GPA2.8+ and 1 additional indicator)		27.1%	35.4%	34.0%	32.2%
GPA 2.8+		43.5%	45.1%	40.6%	43.1%
Advanced Standing, CAPP, AP Course (Grade "C" or better)		46.5%	46.0%	47.2%	46.6%
Dual Credit College Course		21.2%	23.9%	5.7%	16.9%
Advanced Algebra		14.1%	20.4%	17.9%	17.5%
4-Year ACT Benchmarks (English 18; Reading 22; Science 23; Math 22)		0%	0%	0%	0%
2-Year ACT Benchmarks (English 18; Reading 18; Science 18; Math 18)		11.2%	10.6%	18.9%	13.6%
Total Students		99	113	104	105

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			
	22-23	21-22	20-21	3 Yr Avg
School Year				
Career Ready (2 Indicators)	91.7%	81.50%	67.6%	80.3%
90% Attendance	83.3%	66.7%	73.5%	74.5%
25 Hours Community Service	4.2%			
Workplace Learning Experience	50.00%	38.9%	26.5%	38.5%
Industry Credential	8.3%			
Dual Credit Career Pathway Course	83.3%	75.9%	61.8%	73.7%
Two or More Organized Co-Curricular Activities	33.3%	46.3%	41.2%	40.3%
College Ready (GPA2.8+ and 1 additional indicator)	50%	31.5%	26.5%	36.0%
GPA 2.8+	41.7%	37.0%	35.3%	38.0%
Advanced Standing, CAPP, AP Course (Grade "C" or better)	75%	61.1%	61.8%	66.0%
Dual Credit College Course	37.5%	38.9%	20.6%	32.3%
Advanced Algebra	16.70%	18.5%	17.6%	17.6%
2-Year ACT Benchmarks (English 18; Reading 18; Science 18; Math 18)	16.7%	3.7%	8.8%	9.7%
Total Students	24	54	33	37



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)	92.8%	88.1%	89.7%	90.2%
90% Attendance	85.6%	79.8%	77.0%	80.8%
25 Hours Community Service	23%			
Workplace Learning Experience	23.7%	33.3%	21.1%	26.0%
Industry Credential	8%			
Dual Credit Career Pathway Course	93.5%	88.1%	85.4%	89.0%
Two or More Organized Co-Curricular Activities	76.3%	71.4%	81.2%	76.3%
College Ready (GPA2.8+ and 1 additional indicator)	75.5%	74.4%	68.5%	72.8%
GPA 2.8+	79.1%	76.8%	69.0%	75.0%
Advanced Standing, CAPP, AP Course (Grade "C" or better)	88.5%	82.7%	84.0%	85.1%
Dual Credit College Course	35.3%	38.7%	29.6%	34.5%
Advanced Algebra	59.0%	57.7%	59.2%	58.6%
4-Year ACT Benchmarks (English 18; Reading 22; Science 23; Math 22)	33.8%	19.0%	30.5%	27.8%
Total Students	139	168	212	173



Points of Strength

- **Students who have indicated 4 year college are active:**
 - **76.3% involved in two or more curricular activities.**
 - **88.5% obtain a C or better in AP/CAPP Advanced Standing courses.**

- **Dual credit career pathway enrollment - 73.4%**

- **Students declaring 2 Year College, College Ready continue to make gains in their overall readiness.**



Areas for Growth

Actions for 2023-24 school year:

- **Increase number of students participating in Workplace Learning Experiences**
 1. **Train/educate teachers on what this is and how to document.**
 2. **Educate value to students.**
 3. **Develop North Career Day - November**
- **Increase the number of students meeting the Community Service Hour marker.**
 1. **Create a digital form for improved student reporting.**
 2. **Expand Community Service Day pilot.**
- **Increase the amount of students who are 2 year college ready as determined by the ACT and 4 year college ready by those students who intend to attend a 4 year college.**
 1. **Expand ACT student preparation through the use of Raider Time.**
 2. **Analyze PreAct data to guide instruction.**
- **Improve Attendance**
 1. **Admin have bi-weekly meetings with students who are 80%-89% attenders.**



New Goal 1: Career Ready

Goal #	Goal	Outcome Measures	Evidence	Status
1	By June, the Class of 2024, will show 2% growth in overall career readiness compared to the Class of 2023, as measured by having attained at least two career ready indicators.	<ul style="list-style-type: none"> ● TWO of the following: <ul style="list-style-type: none"> ○ 90% Attendance ○ Workplace Learning Experience ○ Industry Credentials ○ Dual credit Career Pathway Course ○ Two or more organized co-curricular activities 	<ul style="list-style-type: none"> ● Skyward Custom Report 	

Goal Rationale:

- **No matter what students plan for themselves after high school, at some point, all students must be at minimum, workforce ready, to support themselves and their community.**



New Goal 2: College Ready

Goal #	Goal	Outcome Measures	Evidence	Status
2	By June, the Class of 2024, will show 2% growth in overall college readiness (minimum 2 year), compared to the Class of 2023 as measured by having attained a 2.8 GPA and at least one other college readiness indicator.	<ul style="list-style-type: none"> ● GPA 2.8+ and one additional <ul style="list-style-type: none"> ○ Advanced standing, CAPP, AP grade C or better ○ Dual credit college course ○ Advanced Algebra ○ 4 year ACT bench (English 18, Reading 22, Science 23, Math 22) ○ 2 year ACT Bench (English 18, Reading 18, Science 18, Math 18) 	<ul style="list-style-type: none"> ● Skyward custom report 	

Goal Rationale:

- **Being at least 2 year college ready allows students to have more open doors than closed doors after receiving a North diploma.**



New Goal 3: Attendance

Goal #	Goal	Outcome Measures	Evidence	Status
3	By June, 2024, 85% of all North students will attend 90% school days.	<ul style="list-style-type: none"> 90% attendance 	<ul style="list-style-type: none"> Skyward report 	

Goal Rationale:

- When students attend school, they receive academic, social, and emotional support. When students miss school on a regular basis, most are not receiving this support to be successful in high school.**



Points of Pride

- **2022-23 PBIS Incentive Day (Raider Nation Family Vacation Day)**
- **2022-23 Reading growth: 123 students in intensive reading intervention. 73% improved by one or more grade levels.**
- **2022-23 Community Service Day pilot: on junior ACT Day, 193 students participated in 11 service projects.**
- **Continued development of Professional Learning Communities - 7 out of 11 departments have common assessments in place.**
- **Increased student engagement and leadership opportunities.**



Questions?

COTW Attach 10



HOME OF THE
WARRIORS

15



WI DAPES Annual Goals

Preliminary goal approval granted by school board on: 9/12/2023

Mid-year goal review conducted by school board on: _____

Year-end goal review conducted by school board on: _____

<p>Goal: Guide and support district administrative team in the implementation and achievement of the district's Strategic Long-Range Plan.</p>									
<p>Check the standard(s) to which the goal relates:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 2px;"><input checked="" type="checkbox"/> 1. Strategic Leadership</td> <td style="width: 50%; padding: 2px;"><input type="checkbox"/> 2. Instructional Leadership</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 3. Human Resources Leadership</td> <td style="padding: 2px;"><input type="checkbox"/> 4. Operations and Resource Management</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 5. Communication and Community Relationships</td> <td style="padding: 2px;"><input type="checkbox"/> 6. Professionalism</td> </tr> </table>				<input checked="" type="checkbox"/> 1. Strategic Leadership	<input type="checkbox"/> 2. Instructional Leadership	<input type="checkbox"/> 3. Human Resources Leadership	<input type="checkbox"/> 4. Operations and Resource Management	<input type="checkbox"/> 5. Communication and Community Relationships	<input type="checkbox"/> 6. Professionalism
<input checked="" type="checkbox"/> 1. Strategic Leadership	<input type="checkbox"/> 2. Instructional Leadership								
<input type="checkbox"/> 3. Human Resources Leadership	<input type="checkbox"/> 4. Operations and Resource Management								
<input type="checkbox"/> 5. Communication and Community Relationships	<input type="checkbox"/> 6. Professionalism								
<p>Role of District Administrator in Achieving the Goal:</p> <p><input type="radio"/> Direct Responsibility: District Administrator is directly responsible for the results of the goal.</p> <p><input type="radio"/> Facilitator: Success of the District Administrator for this goal is measured on the basis of his/her performance in leading the process toward achievement.</p> <p><input checked="" type="radio"/> Guide: The District Administrator is responsible for engaging and assisting others in the organization and community to fulfill this goal.</p>									
<p>Expected term to completion: Short-term Mid-term <u>Long-term</u></p>									
<p><i>Indicators of Success</i></p> <p>Quarterly LRP updates meet stated measures or communication to Board on actions taken to get back on track. Specific Points of Emphasis:</p> <ul style="list-style-type: none"> • Continuous Improvement Process based upon schools' Accountability Report Cards (Pillar 1, Goal 1, Obj. 1) • Attendance/truancy response plan (Pillar 1, Goal 3, Obj. 1) 		<p style="text-align: center;"><i>Mid-year Assessment of Goal by School Board</i></p> <hr/> <p style="text-align: center;"><i>Evidence to Date</i></p>							

WI DAPES Annual Goals

Preliminary goal approval granted by school board on: 9/12/2023

Mid-year goal review conducted by school board on: _____

Year-end goal review conducted by school board on: _____

<p>Goal: Enhance communication efforts between the school district and community members regarding the District's educational opportunities, outcome measures, personnel data, and financial information</p>									
<p>Check the standard(s) to which the goal relates:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> 1. Strategic Leadership</td> <td style="width: 50%; border: none;"><input type="checkbox"/> 2. Instructional Leadership</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> 3. Human Resources Leadership</td> <td style="border: none;"><input type="checkbox"/> 4. Operations and Resource Management</td> </tr> <tr> <td style="border: none;"><input checked="" type="checkbox"/> 5. Communication and Community Relationships</td> <td style="border: none;"><input type="checkbox"/> 6. Professionalism</td> </tr> </table>				<input type="checkbox"/> 1. Strategic Leadership	<input type="checkbox"/> 2. Instructional Leadership	<input type="checkbox"/> 3. Human Resources Leadership	<input type="checkbox"/> 4. Operations and Resource Management	<input checked="" type="checkbox"/> 5. Communication and Community Relationships	<input type="checkbox"/> 6. Professionalism
<input type="checkbox"/> 1. Strategic Leadership	<input type="checkbox"/> 2. Instructional Leadership								
<input type="checkbox"/> 3. Human Resources Leadership	<input type="checkbox"/> 4. Operations and Resource Management								
<input checked="" type="checkbox"/> 5. Communication and Community Relationships	<input type="checkbox"/> 6. Professionalism								
<p>Role of District Administrator in Achieving the Goal:</p> <p><input checked="" type="checkbox"/> Direct Responsibility: District Administrator is directly responsible for the results of the goal.</p> <p><input checked="" type="checkbox"/> Facilitator: Success of the District Administrator for this goal is measured on the basis of his/her performance in leading the process toward achievement.</p> <p><input type="checkbox"/> Guide: The District Administrator is responsible for engaging and assisting others in the organization and community to fulfill this goal.</p>									
Expected term to completion:	Short-term	<u>Mid-term</u>	Long-term						
<p><i>Indicators of Success</i></p> <ul style="list-style-type: none"> Develop and implement a communications strategy plan to enhance messaging of key information and data with stakeholder groups (internal, parents, business/community leaders, and district residents without school-aged children) Create and distribute educational, personnel, and financial websites dashboards and informational fact sheets 	<p><i>Mid-year Assessment of Goal by School Board</i></p> <hr/> <p style="text-align: center;"><i>Evidence to Date</i></p>								

WI DAPES Annual Goals

Preliminary goal approval granted by school board on: 9/12/2023

Mid-year goal review conducted by school board on: _____

Year-end goal review conducted by school board on: _____

<p>Goal: Formulate, communicated, and implement the action plan to prepare for a potential 2024 referendum to build new Farnsworth and Urban Middle Schools.</p>			
<p>Check the standard(s) to which the goal relates:</p>			
<input checked="" type="checkbox"/> 1. Strategic Leadership	<input type="checkbox"/> 2. Instructional Leadership		<input type="checkbox"/> 3. Human Resources Leadership
<input checked="" type="checkbox"/> 5. Communication and Community Relationships	<input checked="" type="checkbox"/> 4. Operations and Resource Management		<input type="checkbox"/> 6. Professionalism
<p>Role of District Administrator in Achieving the Goal:</p>			
<p><input checked="" type="radio"/> Direct Responsibility: District Administrator is directly responsible for the results of the goal.</p> <p><input type="radio"/> Facilitator: Success of the District Administrator for this goal is measured on the basis of his/her performance in leading the process toward achievement.</p> <p><input type="radio"/> Guide: The District Administrator is responsible for engaging and assisting others in the organization and community to fulfill this goal.</p>			
Expected term to completion:	Short-term	<u>Mid-term</u>	Long-term
<p><i>Indicators of Success</i></p> <ul style="list-style-type: none"> • Internal – Action plan activities and timelines are met or communication to Board on actions taken to get back on track. • External – works collaboratively with all stakeholders to build understanding of needs and to garner support for the proposed projects. 	<p><i>Mid-year Assessment of Goal by School Board</i></p>		
	<p><i>Evidence to Date</i></p>		

WI DAPES Annual Goals

Preliminary goal approval granted by school board on: 9/12/2023

Mid-year goal review conducted by school board on: _____

Year-end goal review conducted by school board on: _____

Goal: Ensure the district has a high-functioning administrative team that is prepared to meet the current and future educational needs and challenges.

Check the standard(s) to which the goal relates:

- | | |
|---|--|
| <input checked="" type="checkbox"/> 1. Strategic Leadership | <input type="checkbox"/> 2. Instructional Leadership |
| <input checked="" type="checkbox"/> 3. Human Resources Leadership | <input type="checkbox"/> 4. Operations and Resource Management |
| <input type="checkbox"/> 5. Communication and Community Relationships | <input type="checkbox"/> 6. Professionalism |

Role of District Administrator in Achieving the Goal:

- Direct Responsibility: District Administrator is directly responsible for the results of the goal.
- Facilitator: Success of the District Administrator for this goal is measured on the basis of his/her performance in leading the process toward achievement.
- Guide: The District Administrator is responsible for engaging and assisting others in the organization and community to fulfill this goal.

Expected term to completion: Short-term Mid-term Long-term

Indicators of Success

- Develop and refine a leadership succession plan for district administrators
- Identify specific leadership opportunities to grow and develop current administrators
- Implement the Superintendent Succession Plan

Mid-year Assessment of Goal by School Board

Evidence to Date



WI DAPES Formative Performance Report

Directions: Use this form to comment on evidence related to the standards. Evaluators may use multiple formative assessment forms, as applicable.

District Administrator/Superintendent: _____ **Date:** _____

Evaluator: _____

Performance Standard 1: Strategic Leadership

The district administrator/superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the district's mission, vision and goals are fulfilled in a manner that all students are prepared to be career and college ready and globally competitive.

Comments:

Performance Standard 2: Instructional Leadership

The district administrator/superintendent fosters the success of all students by leading the creation, implementation and review of instructional systems that promote high student achievement and professional development and growth for staff.

Comments:

Performance Standard 3: Human Resources Leadership

The district administrator/superintendent fosters the success of all students by implementing effective and collaborative human resources systems resulting in a student-centered, diverse, high-performing staff.

Comments:

Performance Standard 4: Operations and Resource Management

The district administrator/superintendent fosters the well-being and success of all staff and students through continuous improvement processes for effective operations and resource management.

Comments:

Performance Standard 5: Communication and Community Relationships
The district administrator/superintendent fosters the success of all students by communicating, collaborating, and connecting effectively with the board, staff, families, community and other stakeholders.
Comments:

Performance Standard 6: Professionalism
The district administrator/superintendent fosters the success of all students and staff by modeling professional and ethical behavior, engaging in continuous professional growth, and contributing to the profession.
Comments:

Commendations:

Opportunities for Growth:

District Administrator's/Superintendent's Name:

District Administrator's/Superintendent's Signature:

Date: _____

Evaluator's Name:

Evaluator's Signature:

Date: _____