# Report to Board of Education on District Goals

**Date:** December 13, 2022

**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**

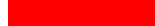| | | |
|---|---|---|
| 🟩 | On Target | We are on track to deliver project |
| 🟨 | Watch | We are not on track to deliver project but we have a plan to get back on track |
| 🟥 | Deadline | We are not on track and have no plan to get plan back to green |
| ▒ | Finished | Project is complete! |

**2022-2023**

| Objective # | Objective | Outcome Measures | Evidence | End Date | Status |
|---|---|---|---|---|---|
| 1 | 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 | • MS/HS report to the BOE in January/February<br>• All schools engaged in Studer continuous improvement cycle<br>• Currently working to incorporate Studer model into school long-range planning | 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<br>• Introduce a student costing model that eliminates all financial barriers for students to access college level courses | • Orientation/professional development held at Lakeland University<br>• Lakeland University contract signed for the 2023-2024 school year<br>• Handbook work in progress (rough draft completed)<br>• 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<br>• Develop a process for identifying interventions based upon individual assessment data<br>• Train additional elementary staff in Bridges Intervention and AVMR to be used as tools to target specific skills and students | • Common assessments completed/implemented for complete course of Reveal Algebra<br>• Common assessments completed/implemented for Reveal Geometry semester one<br>• District end-of-year assessment for Bridges Math, mapping of standards, and professional development pertaining to interventions continue as planned | 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 | • ML teachers focusing on writing goals in a collaborative manner across the District<br>• ML teachers grade-level/content teachers pertaining to content standards in the classroom | June 2023 | 🟩 |

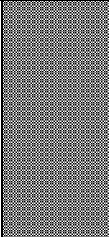| | | | | | |
|---|---|---|---|---|---|
| | | • Collaborate with classroom teachers to plan more effectively around the individualized needs of MLs in general education classrooms<br>• Create a working collection of district-wide ELDs for English language arts and math | • Transition of ML lead teacher<br>• Implementation of year 2 of 3 ML conversion | | |
| 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<br>• Provide training in reading instruction for interventionists and K-8 teachers | • Scope of audit determined<br>• Baseline information gathered<br>• Audit process defined | June 2023 | |
| 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<br>• Develop common assessments to monitor student progress in K-12 literacy and Social Studies | • Lexia data analyzed for Q1 – usage and growth goals are on target in grades K-8<br>• MS ELA piloting curriculum with common assessments included<br>• HS ELA utilizing common proficiency criteria to analyze student performance data<br>• HS SS utilizing Pre-ACT data to target literacy skills in core content<br>• New staff provided with initial training<br>• 2022/23 goals/expectations formalized<br>• Begin common assessments at MS level | 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<br>• Cost analysis will be done to identify the costs at each school based upon their technology needs and current inventory<br>• All information gathered will be submitted to EMT and they will determine the final plan | • "Needs" and "Wants" defined by level<br>• Inventory of classrooms being collected<br>• Standardization across classrooms being discussed with tech team | June 2023 | |

# Report to Board of Education on District Goals

**Date:** December 13, 2022

**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
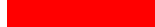
**Status Key**

| | Status | Description |
|---|---|---|
| (green) | On Target | We are on track to deliver project |
| (yellow) | Watch | We are not on track to deliver project but we have a plan to get back on track |
| (red) | Deadline | We are not on track and have no plan to get plan back to green |
| (gray) | Finished | Project is complete! |

**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<br>• Data points will be defined as to time and location for use<br>• Elementary report cards will be shared with the C&I Committee for review and approval | • Format being modified by IT to match the CCR model<br>• Historical data now being housed within Student and Instructional Services | June 2023 | (green) |
| 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<br>• Identified area of school choice timeline for improvement/streamlining<br>• Working to develop more efficient "enrollment windows/rounds" to better assist with staffing and scheduling | June 2023 | (gray) |

*Pillar 1 – Goal 2*

# Report to Board of Education on District Goals

**Date:** December 13, 2022

**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**

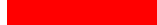| | | |
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**2022-2023**

| 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<br>• Define the roles and partnerships of external partners in supporting the SASD in the area of truancy<br>• 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<br>• La Crosse, WI model being researched as a possible model to replicate in Sheboygan County<br>• Focus on elementary level (parents) to ensure positive attendance habits are being formed at a young age | June 2023 | (green) |
| 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<br>• All teacher training in restorative practices<br>• Implementation in the second round of schools | • Implementation with schools previously trained (groups 1 & 2)<br>• Planning for group 3 (final group) to be trained | June 2023 | (green) |
| 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 | • Workgroup scheduled to begin review in winter of 2022/23 | June 2023 | (green) |
| 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<br>• Provide training for elementary staff in Trauma Informed Care<br>• Implementation of research-based interventions for identified students at the secondary level | • Final group of principals and pupil service staff trained in Mental Health First Aid<br>• School secretaries will train next<br>• Get Kids Ahead Initiative grant utilized to provide target intervention to 35 students at 6 schools for anxiety<br>• Standard protocol for suicide screening, prevention and reintegration created and shared with principals<br>• Training on trauma informed care for all new teachers | June 2023 | (green) |

*Pillar 1 – Goal 3*

# Report to Board of Education on District Goals

**Date:** December 13, 2022
**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**

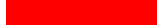| | | |
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**2022-2023**

| 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<br>  ○ Q.7 – My principal/ supervisor consults me on decisions that affect my job (Increase to 50% agreement - currently 41.7% agreement)<br>  ○ Q.C3 – Open/honest communication is an important part of the culture in my school district (Increase to 55% agreement – currently 50.3% agreement)<br>• Reduce overall voluntary resignation rate by 1% (currently 8%) | • Principal/Staff Rounding and two-way conversations with staff<br>• Implementation of "Stay Interviews" conducted to help us understand why employees stay and what might cause them to leave<br>• Invite high performing employees to engage in this conversation (10 teachers, 10 support staff)<br>• Modify our Exit Interview process to include a survey and an opportunity to meet in person to gather information on their SASD experience | 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<br>• An elevated perception and understanding of the benefits and compensation package | • Collect comparable compensation and benefits data from other districts<br>• Create a short, palatable overview video showcasing our benefits package - this video is shared in employment offer communication and in the New Teacher Orientation agenda | June 2023 | 🟩 |
| 3 | Deepen our employee recognition program | • Employee Engagement Survey Results<br>  ○ Q.4 – My principal/supervisor | • Continued Studer coaching on reward and recognition efforts | June 2023 | 🟩 |

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| | | recognizes good performance (Increase to 72% agreement – currently 68.5% agreement)<br>• Solidify a recognition plan for each level: individual, school site, district-wide | • Employee Experience Specialist will attend quarterly principal meeting to discuss site and district recognition efforts and ideas<br>• Begin planning an annual recognition award ceremony | |
| 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 | June 2023 |

# Report to Board of Education on District Goals

**Date:** December 13, 2022
**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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| 🟩 | On Target | We are on track to deliver project |
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| ▦ | 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 <br> • 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 <br> • Surveyed new teachers after district orientation <br> • Plan for new staff 90-day check in <br> • Begin work on reviewing, revising and enhancing the mentorship program | June 2023 | 🟩 |
| 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 <br> • 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, | June 2023 | 🟩 |

*Pillar 2 – Goal 2*

| | | | and educate them on the requirements of becoming a Cooperating Teacher<br>• Increase the number of student teachers within the District - Hire and retain those once they graduate<br>• Elevate our efforts and participation in university and college mock interviews, job fairs, etc. | | |

# Report to Board of Education on District Goals

**Date:** December 13, 2022

**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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|---|---|---|
| 🟩 | On Target | We are on track to deliver project |
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**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<br>  o Q.3 – I regularly receive feedback from school staff on how well my child is learning (70% agreement – currently 64.5% agreement)<br>  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<br>• Data regarding parental access to the Skyward student management systems is being analyzed | June, 2023 | 🟩 |
| 2 | Expand methods and opportunities for two-way communication between stakeholders | • Parent Satisfaction Survey<br>  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)<br>• Employee Engagement Survey<br>  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<br>• Reminder communications sent out to all staff regarding Yammer<br>• District newsletter continues to feature district information and decisions impacting our students<br>• Employee feedback (Rounding) professional development took place on Oct. 3rd & 4th for principals and supervisors<br>• Central Office Department staff meeting with district employees during prearranged and announced meeting times | June, 2023 | 🟩 |

# Report to Board of Education on District Goals

**Date:** December 13, 2022

**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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**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<br>• Prioritize capital needs for the next 10 years at each school and athletic facility<br>• Present to Board the 10-year plan<br>• Communicate out the plan to staff, parents, and the community | • Walk through completed at all 22 school sites | 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<br>• Define scope of project<br>• Parent and Staff listening sessions<br>• Community engagement sessions | • Phase I Environmental study for N. 15th property underway<br>• Two meetings held with NHS stakeholders to discuss making a recommendation to the Board regarding the possible uses of the Urban Middle School site | June 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<br>• Permanent air exchange unit installed<br>• Permanent doors installed | • Occupancy approved for first day of school<br>• Permanent air exchange unit installed<br>• Permanent door installation in process | December 2022 | |

# Report to Board of Education on District Goals

**Date:** December 13, 2022

**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

**Status Key**

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| 🟩 | 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 | Complete a second lateral from the fiber optic ring to WiscNet | • Plan for second connection to Wiscnet completed<br>• Quote received for the connection<br>• Second lateral connected to WiscNet | • Plan in place for second connection<br>• Quote for on-demand connection received from AT&T | June 2023 | 🟩 |
| 2 | Establish a secondary data center | • Engineering for 2nd lateral from ASB to the ring completed<br>• Bid received for the lateral<br>• Lateral completed<br>• Needed hardware for data center located at ASB purchased and installed | | June 2023 | 🟩 |

# Report to Board of Education on District Goals

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**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<br>• Develop program to encourage and train SASD coaches to obtain CDL<br>• Develop ways to assist drivers with student bus behavior | • Developed new student misconduct process using electronic format and expanding communication with all stakeholders<br>• 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 | June 2023 | 🟩 |