Report to Board of Education on District Goals

Date:	December 8, 2015
Goal:	1
Title of Goal:	All students will perform at the "meets or exceeds" level on the common classroom and district assessments by the 2014-15 school year
Objective:	1
Title of Objective:	Implement a district curriculum, assessment and instruction plan for student learning

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!

2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Identify and utilize student learning measures to determine the extent to which students are college and career ready	The SASD has begun implementation of the ACT Aspire assessment suite to provide all stakeholders with information regarding student progress towards reaching the ACT benchmarks for college and career readiness. This culminates with the ACT and ACT WorkKeys assessment in 11th grade. These two assessments are used by colleges and employers to gauge readiness and ability. The ACT Aspire Interim Assessments were given in grades 3-10. All teachers were provided with instructions for accessing student reports, and professional development around the assessment reporting is underway at a building base level. The district RTI committee has worked to use the assessment as one indicator for students who may need intervention or a more rigorous educational plan. The Aspire assessments will be given again in winter and spring to serve as a tool for progress monitoring.	June 2016	🟩
2	Ensure purpose statements (content, language, and social) are intentionally used and evident during instruction	At this time, no action has taken place with this activity.	June 2016	
3	Enhance the professional practice of staff in using the elements of guided instruction (prompts, cues, and questions) to support student learning	Learning Leaders were provided staff development on guided instruction during the August Summer Symposium. Several building teams presented information to staff during the Wednesday Professional Development day. Reading Specialists/interventionist met in September to construct a professional development plan for guided reading. Multiple professional development sessions on guided reading, including a graduate level course, will be offered during the second semester. Elementary principal have spent time reading articles and	June 2016	🟩

		discussing plans to refine the guided reading practices occurring in their schools.		
4	Implement data protocols so that teachers can improve their collective capacity to help all students learn at high levels	Teachers and principals are taking part in the state mandated SLO (student/school learning objective) process. All teachers and principals have a data driven goal for their students/building, and they evaluate their progress towards reaching that goal throughout the year. Effectiveness coaches continue to support their colleagues in this process. All teachers have collaborated with their "Effectiveness Coach" to complete the state mandated Student Learning Objective (SLO). The SLO processes is a continuous improvement process, in which teachers will continue to monitor and reflect on progress towards their goal throughout the year. The district Professional Learning Community (PLC) committee presented to our district Learning Leaders with a protocol for analyzing and discussing data outcomes during Learning Leaders professional development time. Four elementary schools continue to participate in the Data Driven Instruction training through Focus on Results in collaboration with Mathematica Policy Research and the Department of Public Education. This training focuses on a continuous improvement data-driven approach to student achievement at the school level.	June 2016	
5	Develop purposeful classroom walkthrough tools for building-based data collection	Learning Leaders were provided staff development on classroom walkthroughs during the August Summer Symposium. At the September 15th Learning Leader session, buildings shared their plans and goals for using classroom walkthrough data. Since September, buildings have been implementing there plans for instructional rounds.	December 2015	
6	Review and revise a district-wide ELL service model, which will include identified effective practices, guidelines for differentiated support for individual language learners, and staffing alignment	Select ELL staff reviewed and modified the district's ESEA Notification letter that is distributed to all ELL parents. Learning Leaders provided staff development regarding the 9 models of Co-Teaching during the August Summer Symposium. ELL staff at two elementary schools provided professional development to classroom teachers regarding WIDA Standards. Upcoming plans include the development and piloting of the Language Development Plan and the continued evaluation program model, mission, effective practices, guidelines for DI and staffing in an ELL PLC setting with district administrators, ELL teachers, and classroom teachers. ELL PLC identified the first step in modifying our service model is to align our bilingual staff in accordance with the state statute. Administrators received a presentation on alignment in	June 2016	

| | | November and ELL staff will receive the same presentation in December. The intent of these presentations is to allow schools time to build schedules for the 2016-2017 school year to improve alignment.

Staff has been trained to administer the new computer-based format for our language proficiency test, ACCESS 2.0. The test window opens December 7th-February 5th. All students who qualify for ELL services are assessed annually. | | |

Report to Board of Education on District Goals

Date: December 8, 2015

Goal: 1

Title of Goal: All students will perform at the "meets or exceeds" level on the common classroom and district assessments by the 2014-15 school year

Objective: 2

Title of Objective: Incorporate project-based learning, community-based and real-world applications

Status Key

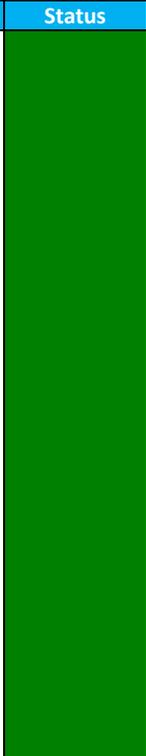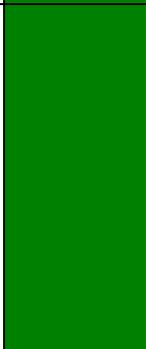|		
🟩	On Target	We are on track to deliver project
🟨	Watch	We are not on track to deliver project but we have a plan to get back on track
🟥	Deadline	We are not on track and have no plan to get plan back to green
▦	Finished	Project is complete!

2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Develop and expand the district's K-12 Academic Career Plan (ACP) process	High school counselors are registered for the DPI ACP Conference in November. All high school counselors attended the DPI conference on ACP development. South's video lessons were highlighted. Career Cruising has been chosen as the state platform, which is currently being used by SASD.	June 2016	🟩
2	Provide service-learning opportunities to 9th-12th grade students within the school curriculum	At this time, no action has taken place with this activity.	June 2016	
3	Increase the number of high school students participating in an internship, apprenticeship, or other job-related experiences	At this time, no action has taken place with this activity.	June 2016	🟩

Report to Board of Education on District Goals

Date:	December 8, 2015
Goal:	1
Title of Goal:	All students will perform at the "meets or exceeds" level on the common classroom and district assessments by the 2014-15 school year
Objective:	3
Title of Objective:	Students and staff will utilize digital technologies and media to be engaged in the learning process to acquire information and demonstrate learning

Status Key

Color	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
(hatched)	Finished	Project is complete!

2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Develop a plan to provide elementary students expanded access to mobile devices within each classroom	The distribution of the 1:2 iPad Mini initiative at the elementary schools has begun. The Instructional Technology Team has scheduled support and inservice times to help staff members implement this device into their curriculum. The 1:2 iPad Mini Initiative completed the allocation phase in September and teachers are utilizing this instructional tool in their classrooms. We have also set up a request form for teachers to get specific apps "pushed" to their building's grade level devices. We granted each building $1000 to use for purchasing apps for their devices as well. We also are in the final stages of our grades 3-5 1:2 Chromebook Initiative. We are working on a timeline with Jake Konrath to best suit the testing demands for this level and are looking at a January 11th date for all to be ready to go and in our elementary buildings. We will be purchasing a new touchscreen model that flattens into a tablet experience for our students.	January 2016	(green)
2	Continue implementing the 6th-12th grade personal mobile device plan to support student learning	The middle school and high school 1:1 Chromebooks have been distributed to all students. The support phase of the initiative has begun and involves the continued evaluation of staffs' needs. Customize professional development sessions for buildings are taking place to provide resources and enhance staff skill sets. The high school 1:1 Chromebook Initiative will continue and new devices will be issued in the fall of 2016 because the 2 year lease will expire at	June 2016	(green)

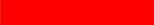|		the end of the 2015-2016 school year. We are looking at the new touchscreen/tablet Chromebook to give our students the same "touch" capabilities as they had the past 2 years. The devices will be ordered after July 1st and allocated to the high schools prior to the 2016-2017 school year.		
3	Provide students and staff in 6th-12th grade access to Haiku LMS (Learning Management System) to interface with the district's 1:1 initiative	Haiku has expanded to all 6th-12th teacher this year and the Instructional Technology Team provided trainings during the summer and during the first few weeks of the year. The students are able to view all of their classes in one location and teachers are already pushing-out information and resources to their students. The Haiku Learning Management System is accessible to grades 6-12 and it is currently utilized by numerous teachers for their students. The Instructional Technology Team continues to support the PD needs of our staff so that they get the most out of this great educational tool.	June 2016	
4	Offer customized professional development for staff based on the results of the BrightBytes surveys taken in the spring of 2015 and in early 2016	The fall BrightBytes data collection window for students and staff has been set for early November. Once the data is collected and analyzed, the Instructional Technology Team will meet with the building principals and share how their buildings scored on the surveys and create a professional development plan based on those results. The goal is to move forward on the 4C's integration continuum and continue to support our staff and students throughout the school year. We just completed our fall collection of BrightBytes data and are compiling this data for each school. The Instructional Technology Trainers will be setting up appointments with building principals to go over the baseline data from last year and compare it to what was just collected. From this data, goals will be set for each building to help them in the customization of professional development specific to their needs. We will be doing another data collection in April to see how we have progressed as a district.	June 2016	

Report to Board of Education on District Goals

Date:	December 8, 2015
Goal:	2
Title of Goal:	All students will perform at the "meets or exceeds" level for behavior as measured by school-wide behavior data to provide for a safe school environment (office discipline referrals, attendance, number of students and success rate of behavior interventions, etc.)
Objective:	1
Title of Objective:	Fully implement PBIS in all schools, including necessary staff development, appropriate staffing levels, and by providing implementation resources

Status Key

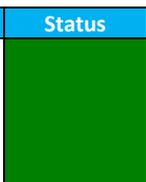|		
🟩	On Target	We are on track to deliver project
🟨	Watch	We are not on track to deliver project but we have a plan to get back on track
🟥	Deadline	We are not on track and have no plan to get plan back to green
▨	Finished	Project is complete!

2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Monitor school implementation using PBIS fidelity tools (BOQ and BAT), student behavioral data, and attendance data	The District Leadership Team continues to meet on a monthly basis to review the district-wide behavioral data. The Leadership team is engaged with the specific goals and action plans. Internal coaches meet regularly with the districts new external coach, Tammy Olig, to discuss progress and needs. Training for building teams is continuing. Examples are Tower and South completing Tier 2 training and Teams from Farnsworth and Urban investigated possibilities of using Restorative Practices as a Tier 2 intervention. All schools have completed evaluative surveys that assess the progress of PBIS within the individual school structure.	June 2016	🟩
2	Universally screen all students externalized and internalized social, emotional, and behavioral needs and then provide all students with necessary interventions	Letters were sent home to the parents of group A, B, and C schools at the end of September regarding the purpose and plans for universal screening. All schools are engaged in Universal teams. Universal screeners have been used.	June 2016	🟩

Report to Board of Education on District Goals

Date: December 8, 2015
Goal: 2
Title of Goal: All students will perform at the "meets or exceeds" level for behavior as measured by school-wide behavior data to provide for a safe school environment (office discipline referrals, attendance, number of students and success rate of behavior interventions, etc.)
Objective: 2
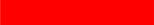**Title of Objective:** Utilize student survey data to enhance student support services

Status Key

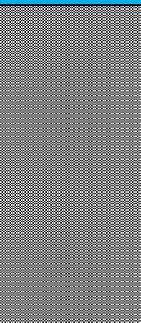|		
🟩	On Target	We are on track to deliver project
🟨	Watch	We are not on track to deliver project but we have a plan to get back on track
🟥	Deadline	We are not on track and have no plan to get plan back to green
▓	Finished	Project is complete!

2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Analyze and disseminate the *Youth Risk Behavior Survey* data to pertinent district staff, parents, and community groups	District counselors met in August to discuss the 2014/15 data. Counselors are continuing discussions and action planning around YRBS.	January 2016	🟩
2	Develop action plans and recommendations to target areas identified for enhancement and/or improvement	In August, counselors worked to identify baseline programming provided to students at elementary, middle, and high school levels. This work included the development of common language to be used across the district. The work that began in August is continuing	June 2016	🟩
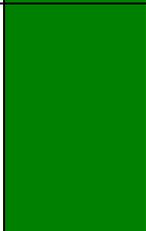
Report to Board of Education on District Goals

Date:	December 8, 2015
Goal:	2
Title of Goal:	All students will perform at the "meets or exceeds" level for behavior as measured by school-wide behavior data to provide for a safe school environment (office discipline referrals, attendance, number of students and success rate of behavior interventions, etc.)
Objective:	3
Title of Objective:	Implement a comprehensive plan to address the disproportionality of Emotional/Behavioral Disabilities (EBD) students

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!

2015-2016

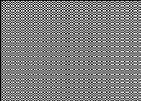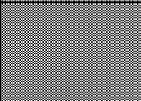| Activity #	Activity	Evidence	End Date	Status
1	Complete district needs assessment	SASD was identified by DPI for disproportionality as a result of having a significant number of African-American students identified as having an emotional behavioral disability. The district needs assessment and plan were submitted to DPI in June and subsequently approved. The Procedural Compliance Self Assessment (Disproportionality: PCSA) will be completed by December 15 and submitted to DPI as required.	September 2015	▨
2	Develop, implement and progress monitor action plan to address disproportionality	SASD was required to develop an Annual Disproportionality Improvement Plan (ADIP) to address disproportionality in the district. A team of six individuals from administration, regular education, and special education attended the initial April 2015 planning meeting in Green Bay with several other school districts that were identified. The team developed an action plan for the 2015-16 school year. The plan was submitted to DPI in June of 2015 and it was approved. The Disproportionality Team will continue to monitor and review plan.	June 2016	🟩
3	Provide district staff with professional development "culturally responsive practices"	Team of six from the disproportionality team will be attending the Building Cultural Responsive Systems Conference in Beloit for two days in September, two days in March and one day in May. With information obtained from the conference, the team will develop a professional development plan for the district to implement culturally responsive strategies. In addition to the conference, several of the school psychologists will be attending a webinar on	June 2016	🟩

| | | "Addressing Disproportionality in Special Education." The webinar will be held one day per month for the entire school year. School psychologists will report back to the disproportionality team to assist in facilitating professional development activities at each building.

The Disproportionality team did attend the Building Cultural Responsive Systems Conference on September 22-23 to gain input on how to support the district plan and provide professional development opportunities for SASD staff. The team also met on October 22nd and November 23rd. As a result of these meetings the team did develop guiding questions related to disproportionality that will be presented to SASD staff. Results will be reviewed by the team and determine what professional development opportunities will be implemented throughout the district. | | |

Report to Board of Education on District Goals

Date: December 8, 2015
Goal: 3
Title of Goal: District support systems are aligned to maximize student learning
Objective: 1
Title of Objective: Wellness efforts are incorporated into Sheboygan Area School District insurance plan

Status Key

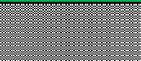|		
	On Target	We are on track to deliver project
	Watch	We are not on track to deliver project but we have a plan to get back on track
	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Spouses begin to accumulate wellness points to count towards the employee premium share beginning in 2017.	Employees and spouses are informed on the wellness program changes.	October 2015	
2	Part time wellness position added to support the addition of spouses to the wellness points program.	Position is filled and working with the District Wellness Coordinator.	October 2015	
3	Monitor and Modify the wellness program to help our employees stay healthy and to reduce medical costs for the District.	Regular benefits and wellness committee meetings are held throughout the year and recommendation for modifications to the wellness program are made based on the feedback from the committees and AFG	June 2016	

Report to Board of Education on District Goals

Date:	December 8, 2015
Goal:	3
Title of Goal:	District support systems are aligned to maximize student learning
Objective:	2
Title of Objective:	Ensure the Sheboygan Area School District has the organizational structure to support the vision

Status Key

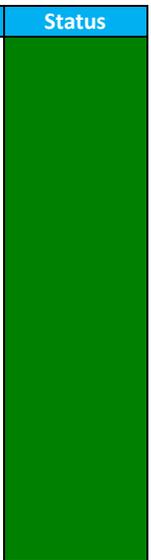|		
	On Target	We are on track to deliver project
	Watch	We are not on track to deliver project but we have a plan to get back on track
	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Continue to review central administration support to make sure it is aligned with the district vision and look for possible ways for efficiency	Departments and areas of service are being reviewed to assure efficiency. ELL program review is under way	June 2016	
2	Review and clarify the funding formula for charter schools	We have agreed upon a new funding formula for Lake Country Academy	June 2015	
3	Review and align district policies and practices related to the five-year plan	As goals, objectives, and activities are completed as part of the Strategic Long-Range Plan, policies are reviewed and aligned in accordance with either state statute or practice with the assistance of NEOLA	June 2016	
4	Maximize the number of SASD students applying for scholarships	Expanded parent opportunities to be involved with student scholarships through additional parent meetings and direct communications with students.	June 2016	

Report to Board of Education on District Goals

Date: December 8, 2015
Goal: 3
Title of Goal: District support systems are aligned to maximize student learning
Objective: 3
Title of Objective: The Sheboygan Area School District will identify, grow, and develop teacher leadership

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!

2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Provide teachers with the skills to lead district and building initiatives with administration through enhancing the district's Learning Leader program	The Learning Leader Summer Symposium was held on August 12th and 13th. The program included breakout sessions pertaining to the district's Long-Range Plan (LRP). The topics included: Co-Teaching, Instructional Rounds, Educator Effectiveness, Facilitating Groups Successfully, Technology Implementation, Guided Instruction, ACT/Aspire, and building team work time. The topics from the August Learning Leaders Summer Symposium have been carried forward to the monthly sessions. September's session focused on instructional rounds and team time. October's session included three breakout sessions on co-teaching, coaching, and educator effectiveness. During November, Learning Leaders spent time learning about a data-analysis protocol to be used by building grade level/department collaborative teams.	June 2016	🟩
2	Implement the first two courses of the SASD/Lakeland College Teacher Development Institute (TDI)	A cohort of 30 elementary, middle, and high school teachers began the first course, *Instructional Practices*, on September 10th. The course was held each Thursday night and concluded on December 3rd. The second course, focusing on disciplinary literacy and writing, will begin January 14th and run through the end of April. The summer session course pertaining to assessment strategies is currently being developed.	June 2016	🟩
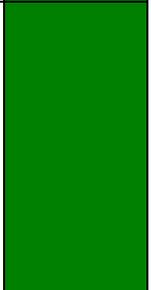
Report to Board of Education on District Goals

Date:	December 8, 2015
Goal:	3
Title of Goal:	District support systems are aligned to maximize student learning
Objective:	4
Title of Objective:	Implement a student information system and a financial information system that is aligned with the state (conversion)

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!

2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Conversion to Skyward Financial and HR software	HR and Finance begin use of Skyward	July 2015	▨
2	Train additional staff on the use of Skyward	All appropriate staff are trained on their applicable use of Skyward	January 2016	🟩
3	Create timeline for the implementation of the new student information software.	Timeline is complete and communicated to all users.	January 2016	🟩
4	Conversion to new student information system	Conversion process is complete and ready for the 2016-17 school year	June 2016	🟩

Report to Board of Education on District Goals

Date: December 8, 2015
Goal: 3
Title of Goal: District support systems are aligned to maximize student learning
Objective: 5
Title of Objective: Provide quality nutrition for students

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!

2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Remodel and install equipment at Urban, Farnsworth and South High	Projects are complete and ready for the start of school	September 2015	
2	Put in place community eligibility program for Central High, Jefferson, Longfellow, and Sheridan	Free breakfast and lunch available to all students at these schools.	September 2015	
3	Add breakfast programs at Cleveland and Lincoln-Erdman	Breakfast program available at these schools	September 2015	
4	Convert inventory and production analysis to Nutrikids software.	Nutrikids software is being used for all inventory and production analysis.	June 2016	

Report to Board of Education on District Goals

Date: December 8, 2015
Goal: 3
Title of Goal: District support systems are aligned to maximize student learning
Objective: 6
Title of Objective: Identify and prioritize capital needs of the District and develop a 10-year capital needs implementation and funding plan

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!

2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Meet with all building principals to so that all building needs are identified and prioritized	All needs have been identified and prioritized.	September 2015	Finished
2	Report to the Board on the prioritized capital needs	Board is informed on the prioritized capital needs of the district and the associated cost.	January 2016	
3	Consult with Baird on levy impact for various borrowing levels.	Levy impacts for various borrowing levels are identified.	January 2016	
4	Assess the community support for a referendum to fund capital needs of the district.	Community has been surveyed and consultant has analyzed survey results to determine support for the capital project items and the level of support for referendum amounts.	April 2016	
5	Administration presents 10 year capital needs funding plan.	Recommendation of a funding plan is presented to Board that address the 10 year capital needs of the district.	May 2016	On Target
6	Board decision on the 10 year capital needs plan.	Board takes action on the funding plan.	May 2016	
7	Plan is developed for the implementation of the board approved 10 year capital needs plan.	Timeline and action plan is in place for implementation of the approved 10 year capital needs plan.	June 2016	On Target

Report to Board of Education on District Goals

Date:	December 8, 2015
Goal:	3
Title of Goal:	District support systems are aligned to maximize student learning
Objective:	7
Title of Objective:	Attract and retain quality staff

Status Key

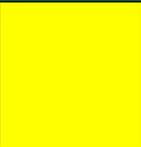|		
	On Target	We are on track to deliver project
	Watch	We are not on track to deliver project but we have a plan to get back on track
	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Explore pay differentiation based on attracting and retaining critical teachers and support staff	8/20/15 met with some of SEA leadership and began the discussion re: hard to fill positions and paying premiums for some of those positions.	May 2016	
2	Develop a strategic recruiting plan for SASD teachers and support staff	Have had initial discussions with Nicole Sondalle on how to market SASD as an employer of choice.	May 2016	
3	Support staff longevity pay based on five years of successful evaluations	Have had preliminary budget discussions with Mark Boehlke and the projected % for salary increases for 16-17.	May 2016	
4	SASD cut scores for Educator Effectiveness developed for implementation of three year cycle	I am learning the Teachscape system. The next step will be learning how to extract data/reports from the system.	May 2017	

Report to Board of Education on District Goals

Date:	December 8, 2015
Goal:	3
Title of Goal:	District support systems are aligned to maximize student learning
Objective:	8
Title of Objective:	Engage district and community stakeholders in the development of the 2016-2020 SASD Strategic Plans

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!

2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Incorporate homogenous focus groups into the long-range planning to discover thoughts and opinions around the focus of what it means for a student to be college and career ready using the following process: 1. Define focus groups, 2. Design focus group questions, 3. Recruit and prepare participants, 4. Conduct the focus groups, 5. Analyze the data	Homogenous groups were defined: 1. Four-year college, 2. Two-year college, 3. Military, 4. Career/Work-based options.	June 2016	(green)
2	Made phone calls to all groups to solicit their thoughts and opinions specific to what the SASD currently does well and needed areas of improvement pertaining to student success in the areas of college and career readiness.	Invited focus group participants to attend a series of meetings in August. Participants were also asked to complete a survey either online or one was mailed to them.	August 2016	(yellow)
3	Reached out to local businesses, technical college staff, and 4-year higher education staff to solicit their thoughts and opinions specific to what the SASD currently does well and needed areas of improvement pertaining to student success in the areas of college and career readiness.	Had some participants but not enough to make a recommendation to the future strategic plan.	August 2016	(yellow)
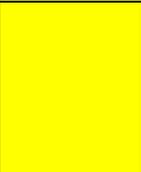
Report to Board of Education on District Goals

Date: December 8, 2015

Goal: 4

Title of Goal: District stakeholders are engaged in the education process through effective and timely communications

Objective: 1

Title of Objective: Annual communications plan will provide timeline, valued information to internal and external stakeholders

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!

2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Convert SASD District and School websites to content management system with new design. Provide training and support to website editors.	Middle schools are working on transferring content to their new sites now, with a tentative launch in late December. Elementary schools will begin work on their new sites second semester.	June 2016	🟩
2	E-newsletters/Social Medias - Send a minimum of 10 e-newsletters to community subscribers and increase subscribers. Increase engagement in social media.	Icons with links to the newsletter, Facebook and twitter were incorporated in the new website designs for the district and schools, if applicable. All have increased subscribers over the last year.	June 2016	🟩