

Report to Board of Education on District Goals

Date: March 22, 2016
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	<p>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.</p> <p>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.</p> <p>ACT and ACT WorkKeys testing took place on March 1 and March 2. The ACT Aspire summative assessment will also be given in grades 6-10. The ACT/Wisconsin window for that assessment is April 24 - May 26. The Forward assessment replaces the Badger exam this year, and the assessment will be given to all 3-8 grade students between March 28 - May 20.</p> <p>Given that DPI has signed a long-term contract with DRC for the administration of the Forward Exam we will be reviewing the SASD assessment calendar. This process will ensure that we are providing teachers with an assessment plan that drives instruction, and also ensure that we are doing everything possible to minimize the amount of time students spend taking</p>	June 2016	

		assessments.		
2	Ensure purpose statements (content, language, and social) are intentionally used and evident during instruction	During the January 19 th monthly meeting, Learning Leaders and principals engaged in professional development and dialogue about purpose statements. Building teams determined plans for replicating the professional development and determined strategies for supporting staff to use purpose statements during instruction and while posting or discussing student work with others.	June 2016	
3	Enhance the professional practice of staff in using the elements of guided instruction (prompts, cues, and questions) to support student learning	<p>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 discussing plans to refine the guided reading practices occurring in their schools.</p> <p>In February, elementary principals were provided staff development and resources on using the concept of "Math Talk". Based upon this initial training, buildings have identified teachers who will be participating in Math Talk sessions during the summer. In addition, professional development sessions on the topic of guided reading are currently taking place. These include a graduate course through UW-Green Bay and targeted sessions for 4th and 5th grade teachers.</p>	June 2016	
4	Implement data protocols so that teachers can improve their collective capacity to help all students learn at high levels	<p>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.</p> <p>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.</p> <p>The district Professional Learning Community (PLC) committee presented to our district Learning Leaders, a protocol for analyzing and discussing data outcomes during Learning Leaders professional development time.</p> <p>The four elementary schools participating in the</p>	June 2016	

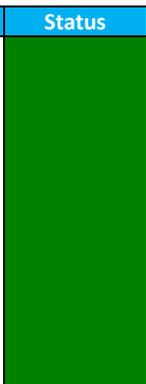
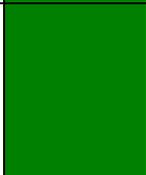
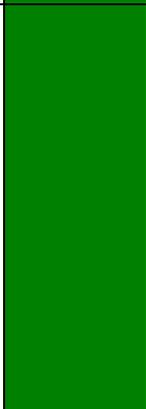
		Data Driven Instruction study continued to receive training through Focus on Results. The presentation to the Board on March 8 th highlighted how these buildings are putting their learning about data, into action.		
5	Develop purposeful classroom walkthrough tools for building-based data collection	Learning Leaders were provided staff development on classroom walkthroughs during the August Summer Symposium. At the September 15 th Learning Leader session, buildings shared their plans and goals for using classroom walkthrough data. At the February Learning Leader session, each building reported out and shared how their staff are utilizing classroom walkthroughs for professional development and as a means for measuring implementation of building goals and strategies.	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	<p>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.</p> <p>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 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. The PLC continues to meet on a monthly basis focusing on researching scientifically based practices known to increase English language proficiency and core academic knowledge. These practices will be used district-wide by ELL and potentially classroom teachers.</p> <p>Staff has been trained to administer the new computer-based format for our language proficiency test, ACCESS 2.0. All students who qualify for ELL services are assessed annually. ACCESS 2.0 was administered December through February. Results are expected in April and will be used for scheduling, programming and staffing in 2016-2017.</p>	June 2016	

Report to Board of Education on District Goals

Date: March 22, 2016
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

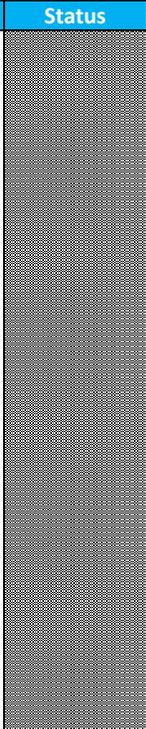
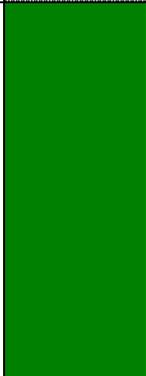
Activity #	Activity	Evidence	End Date	Status
1	Develop and expand the district’s K-12 Academic Career Plan (ACP) process	<p>High school counselors are registered for the DPI ACP Conference in November.</p> <p>All high school counselors attended the DPI conference on ACP development. South's video lessons were highlighted. Career Cruising has been chosen as the state platform, which is currently being used by SASD.</p> <p>Conversations with EMT to evaluate county workforce numbers as it relates to ACP planning and needs for an Advisory Group</p>	June 2016	
2	Provide service-learning opportunities to 9 th -12 th grade students within the school curriculum	In January and February, secondary principals engaged in dialogue regarding desired experiences to implement for all students. The next step involves linking service-learning experiences to a student’s Academic and Career Plan (ACP).	June 2016	
3	Increase the number of high school students participating in an internship, apprenticeship, or other job-related experiences	<p>As part of the Academic and Career Plan (ACP) process, counselors have been working with students and the Inspire Sheboygan County recourses within Career Cruising to match students with local businesses. High schools continue to use Inspire Sheboygan to assist with participation.</p> <p>In addition to this work, individual schools and departments have been working to increase opportunities for students. One example of this work is the partnership of North High School and Jake’s Café to provide “Innovative Fellowships” to students in order to develop their creativity.</p>	June 2016	

Report to Board of Education on District Goals

Date: March 22, 2016
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		
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	Watch	We are not on track to deliver project but we have a plan to get back on track
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2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Develop a plan to provide elementary students expanded access to mobile devices within each classroom	<p>The elementary initiative is now fully implemented at levels 4K-5.</p> <p>4K- Each classroom received 4 iPad Minis for creating stations with their students.</p> <p>K-2- Each grade level received iPad Minis for their classrooms on a 1:2 ratio. Each building had the flexibility to decide whether or not they wanted to allocate them to individual classrooms or combine the devices to create a 1:1 offering that teachers could then check out when they wanted to utilize them.</p> <p>3-5- The Acer Convertible Chromebooks (also folds into a tablet) were allocated in January and followed the same pattern as the K-2 initiative. Each building received these devices at a 1:2 ratio. Each building had the flexibility to decide whether or not they wanted to allocate these Chromebooks to individual classrooms or combine the devices to create a 1:1 offering that teachers could then check out when they wanted to utilize them.</p>	January 2016	
2	Continue implementing the 6 th -12 th grade personal mobile device plan to support student learning	<p>All middle school students received a touch screen Chromebook at the beginning of the school year and are now in full swing with their device initiative. The teachers are being provided PD opportunities in their buildings to help with the pedagogical change that happens when students have access to technology 24/7.</p> <p>The high school students are nearing the end of the initial 2 year lease that kicked off our full 1:1 initiative and they will be receiving a newer model of Chromebook for the 2016-2017 school year. We are in the early stages of determining</p>	June 2016	

		<p>which Chromebook the students will be receiving and have formed a committee to look at all of the options. We would like to have a decision made by the end of April so that we can have them ordered and set to go for the Fall roll out. We are also currently planning the device collection at middle and high school levels with Principals and Library Media Specialists. Each middle school's collection will look similar, but we will see a slightly different collection at the high schools because of their schedule.</p>		
3	<p>Provide students and staff in 6th-12th grade access to Haiku LMS (Learning Management System) to interface with the district's 1:1 initiative</p>	<p>Haiku Learning (Learning Management System) is being utilized in grades 6-12 and we have been selected as one of four schools nationally to participate in Haiku's Project Advisory Panel where we are able to see, test, and provide feedback on new additions to the Haiku platform. The trainers are working with teachers to help them get the most out of Haiku.</p>	June 2016	
4	<p>Offer customized professional development for staff based on the results of the BrightBytes surveys taken in the spring of 2015 and in early 2016</p>	<p>The Instructional Technology Team has taken the results from the Fall BrightBytes collection and met with each individual principal to go over the results. From these reports, the team is able to identify needs in their buildings and customize PD to fit the needs that were identified. We plan on taking our spring data collection in April or May and comparing the data sets to see where we need to focus our training/support as we move forward.</p>	June 2016	

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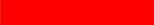
Date: March 22, 2016

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

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2015-2016

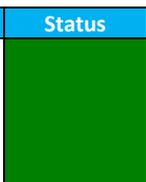
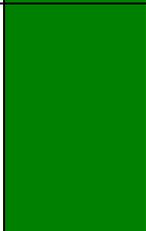
Activity #	Activity	Evidence	End Date	Status
1	Monitor school implementation using PBIS fidelity tools (BOQ and BAT), student behavioral data, and attendance data	<p>The District Leadership Team continues to meet on a monthly basis to review the district-wide behavioral data. The Leadership team is engaged with the specific goals and action plans.</p> <p>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.</p> <p>Building teams will be completing the spring fidelity tools in April and May. The results will be used to action plan programming improvements</p>	June 2016	
2	Universally screen all students externalized and internalized social, emotional, and behavioral needs and then provide all students with necessary interventions	<p>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.</p> <p>All schools are engaged in Universal teams. Data from the universal screeners has been used to develop programming that support students' areas of need.</p>	June 2016	

Report to Board of Education on District Goals

Date: March 22, 2016
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

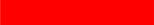
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2015-2016

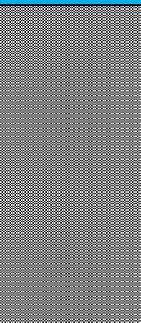
Activity #	Activity	Evidence	End Date	Status
1	Analyze and disseminate the <i>Youth Risk Behavior Survey</i> data to pertinent district staff, parents, and community groups	District counselors met in August to discuss the 2014/15 data. Counselors are continuing discussions and action planning around 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: March 22, 2016
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’s 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 the 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	

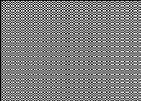
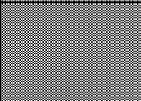
		<p>"Addressing Disproportionality in Special Education." The webinar will be held one day per month for the entire school year. School psychologists will report back to the disproportionality team to assist in facilitating professional development activities at each building.</p> <p>The Disproportionality 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.</p> <p>The Disproportionality team met on November 23 and February 25 to finalize guiding questions for staff. Questions will be given to Tier 2 PBIS teams at each building to gain insight into cultural biases and determine best practices to reduce disproportionality. The team will also be traveling to Beloit on March 15th and 16th to attend training sessions 3 and 4 of the Building Cultural Responsive Systems Conference. The team will debrief following the conference and continue to develop strategies to implement culturally responsive practices throughout the district.</p>		
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Report to Board of Education on District Goals

Date: March 22, 2016
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

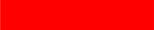
Status Key	
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	Watch We are not on track to deliver project but we have a plan to get back on track
	Deadline We are not on track and have no plan to get plan back to green
	Finished Project is complete!

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: March 22, 2016
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	<p>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.</p> <p>The January Learning Leaders session focused on the topic of purpose statements. Time was allocated for providing professional development and for building teams to dialogue about their implementation plans. In February, the Learning Leaders provided an update on their building's use of classroom walkthroughs. In addition, the PLC Leadership Team engaged the Learning Leaders in an activity around how teams can best use student data for instructional planning. In April, the S&I administrators and building principals will be discussing the structures and plans for Learning Leaders during the 2016/17 school year.</p>	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, <i>Instructional Practices</i> , on September 10 th . The course was held each Thursday night and concluded on December 3 rd . The second course, focusing on disciplinary literacy and writing,	June 2016	

		<p>began January 14th and runs through the end of April. The summer session course pertaining to assessment strategies is being finalized.</p> <p>Recruiting for the second cohort will begin in April. Classes for this new cohort will start in September.</p>		
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Report to Board of Education on District Goals

Date: March 22, 2016
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
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2015-2016

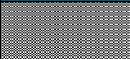
Activity #	Activity	Evidence	End Date	Status
1	Conversion to Skyward Financial and HR software	HR and Finance begin use of Skyward	July 2015	
2	Create timeline for the implementation of the new student information software.	Timeline is complete and communicated to all users.	January 2016	
3	Train additional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

Report to Board of Education on District Goals

Date: March 22, 2016
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
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	Finished	Project is complete!

2015-2016

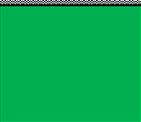
Activity #	Activity	Evidence	End Date	Status
1	Remodel and install equipment at Urban, Farnsworth and South High	Projects are complete and ready for the start of school	September 2015	
2	Put in place community eligibility program for Central High, Jefferson, Longfellow, and Sheridan	Free breakfast and 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, production analysis and point of service to Nutrikids software.	Nutrikids software is being used for all inventory, production analysis and point of service.	June 2016	

Report to Board of Education on District Goals

Date: March 22, 2016
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
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2015-2016

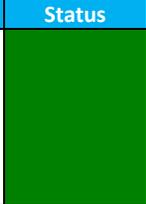
Activity #	Activity	Evidence	End Date	Status
1	Meet with all building principals to so that all building needs are identified and prioritized	All needs have been identified and prioritized.	September 2015	
2	Report to the Board on the prioritized capital needs	Board is informed on the prioritized capital 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	
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	

Report to Board of Education on District Goals

Date: March 22, 2016
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
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2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Explore pay differentiation based on attracting and retaining critical teachers and support staff	Have met with some of SEA leadership and began the discussion re: hard to fill positions and paying premiums for some of those positions. There is not agreement from the SEA on paying a differential for hard to fill positions. We will continue to discuss alternatives.	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 including Sheboygan's accolades.	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 rollout. Feb. 9 started language discussion with Support Staff Meet and Confer group.	May 2016	
4	SASD cut scores for Educator Effectiveness developed for implementation of three year cycle	Teachscape will not be supported after the 15-16 school year so we will need to extract the data prior to the system being inaccessible.	May 2017	

Report to Board of Education on District Goals

Date: March 22, 2016
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

<u>Status Key</u>		
	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 sites launched in early February. Elementary schools (11 in total) are underway now, with an anticipated conversion by the end of June.	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	