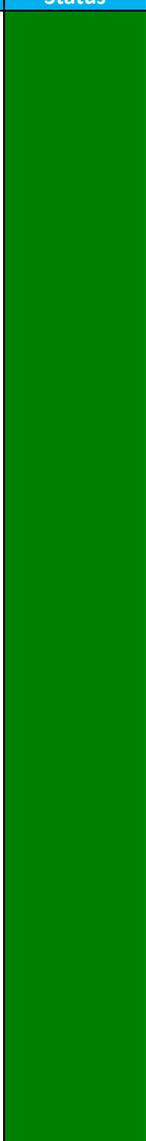# Report to Board of Education on District Goals

Date: June 28, 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	The SASD implemented 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 culminated 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 worked to use these assessment as one indicator for students who may need intervention or a more rigorous educational plan. The Aspire assessments were given again in winter and spring to serve as a tool for progress monitoring. ACT and ACT WorkKeys testing took place on March 1 and March 2. The ACT Aspire summative assessments were also given in grades 6-10. The ACT/Wisconsin window for that assessment was April 24 - May 26. The Forward assessment replaces the Badger exam this year, and the assessment was given to all 3-8 grade students between March 28 - May 20. 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 assessments.	June 2016	🟩

Goal 1 – Objective 1

		High schools will be take part in their "Summer Data Retreats" to ensure the data is properly analyzed and used to inform goals for next year and beyond. In addition, administration reflects upon National Student Clearinghouse data to determine success in college following the high school graduation of our seniors.		
2	Ensure purpose statements (content, language, and social) are intentionally used and evident during instruction	During the January 19th monthly meeting, Learning Leaders and principals engaged in professional development and dialogue about purpose statements. Building teams replicated the professional development and determined strategies for supporting staff to use purpose statements during instruction and while posting or discussing student work with others. As documented through instructional rounds and principal observations, there was an increase in the number of staff consistently utilizing purpose statements to support student learning.	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, were offered during the second semester. Elementary principals spent time reading articles and discussing plans to refine the guided reading practices occurring in their schools. 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 took place. These include a graduate course through UW-Green Bay and targeted sessions for 4th and 5th grade teachers. Throughout the year, progress was made on this activity, but staff are requesting additional professional development to be offered throughout next year. This activity will continue next year.	June 2016	
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.	June 2016	

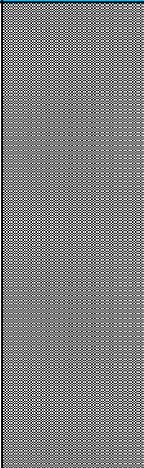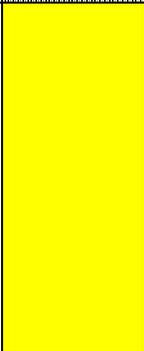|				
		All teachers have collaborated with their "Effectiveness Coach" to complete the state mandated Student Learning Objective (SLO). The SLO processes is a continuous improvement process, in which teachers will continue to monitor and reflect on progress towards their goal throughout the year. The district Professional Learning Community (PLC) committee presented to our district Learning Leaders, a protocol for analyzing and discussing data outcomes during Learning Leaders professional development time. The four elementary schools participating in the Data Driven Instruction study continued to receive training through Focus on Results. The presentation to the Board on March 8th 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 15th 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	Select ELL staff reviewed and modified the district's ESEA Notification letter that was 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. 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 was to align our bilingual staff in accordance with the state statute. Administrators received a presentation on alignment in November and ELL staff received the same presentation in December. The intent of these presentations was to allow schools time to build schedules for the 2016-2017 school year to improve alignment. The PLC continued to meet on a monthly basis and focused 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.	June 2016	

| | | Staff were 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.

Understanding the average amount of time it takes to acquire a language is approximately 7 years. Data from ACCESS 2.0 (the new electronic assessment tool) yielded the following results:

• 53% of ELL students grew from one proficiency level to the next or exited (cumulative district average since 2004-05 is 43%)
• 31% of ELL students remained at the same level yet had growth within that level.

Schools are realigning staff (bilingual teachers and EAs) with the same, first-language students for 2016-2017 and are creating service models that increase contact with all ELLs for 2016-2017.

ELL PLC subcommittee (1 bilingual teacher, 2 ELL teachers, 1 reading interventionist, assistant principal) is developing mini professional development presentations for all classroom teachers in 2016-2017. The focus will include: (a) Understanding ELL levels as it pertains to individual students in the areas of reading, writing, speaking and listening at the various grade levels, and (b) Linking GRR (a district-wide instructional model) with SIOP (a research based ELL instructional model). | | |

Report to Board of Education on District Goals

Date:	June 28, 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

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
(grey)	Finished	Project is complete!

2015-2016

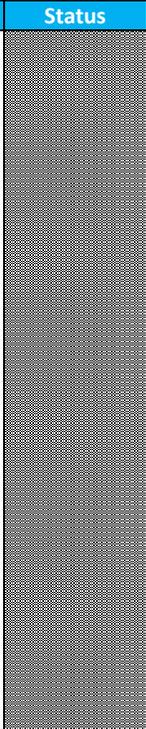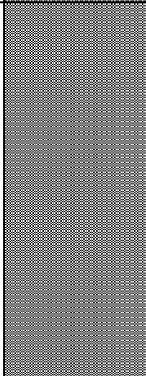| Activity #	Activity	Evidence	End Date	Status
1	Develop and expand the district's K-12 Academic Career Plan (ACP) process	All high school counselors attended the DPI conference on ACP development. South's video lessons were highlighted. Career Cruising has been chosen as the state platform, which is currently being used by SASD. Conversations with EMT took place to evaluate county workforce numbers as it relates to ACP planning and needs for an Advisory Group. Secondary counselors, building principals, and Central Office administrators met in June with an outside facilitator to discuss and identify student goals and non-negotiable components related to the ACP process for the 2016/17 school year and beyond.	June 2016	(finished)
2	Provide service-learning opportunities to 9th-12th 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). As part of the June ACP planning meeting, service learning opportunities were discussed. At this time, more dialogue and specific action planning needs to occur to ensure all students have service-learning opportunities.	June 2016	(watch)
3	Increase the number of high school students participating in an internship, apprenticeship, or other job-related experiences	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. In addition, individual schools and departments	June 2016	(finished)
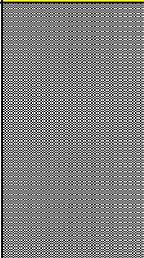
		have worked to increase opportunities for students. One example of this work is the partnership of North High School and Jake's Café to provide "Innovative Fellowships" to students in order to develop their creativity.		

Report to Board of Education on District Goals

Date:	June 28, 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

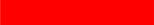| Color	Status	Description
Green	On Target	We are on track to deliver project
Yellow	Watch	We are not on track to deliver project but we have a plan to get back on track
Red	Deadline	We are not on track and have no plan to get plan back to green
Gray	Finished	Project is complete!

2015-2016

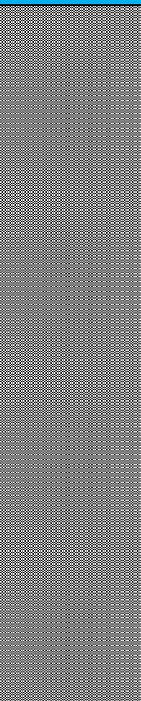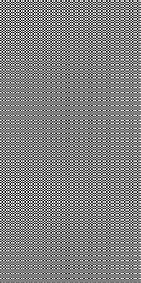| Activity #	Activity	Evidence	End Date	Status
1	Develop a plan to provide elementary students expanded access to mobile devices within each classroom	The elementary initiative is now fully implemented at levels 4K-5. **4K**- Each classroom received 4 iPad Minis for creating stations with their students. **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. **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.	January 2016	
2	Continue implementing the 6th-12th grade personal mobile device plan to support student learning	The **Middle School 1:1 Chromebook Initiative** completed its first year and it going well. We are making some changes to the accessibility of the Chrome Web Store (6-12) by creating a custom SASD Web store that students will only have the ability to download teacher/district approved apps and extensions. This will alleviate the downloading of non-educational apps on the student devices, as well as preventing students from getting around our district filter to access blocked content, by downloading certain apps. The **High School 1:1 Chromebook** Initiative has	June 2016	

		just completed its first 2 year leasing cycle and the old Chromebooks have now been collected and are being prepared for pick-up. The new Chromebooks have been ordered and, after talking with staff members at the high school regarding whether or not they needed the students to have a touch screen, it was determined that students will be receiving a non-touch Chromebook for the next 2 year leasing cycle. This will have a positive budget impact for the next two years and we will reevaluate this once again at the end of this new 2 year leasing cycle.		
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	The Haiku LMS has been an incredible tool for our staff and students to utilize at the secondary levels. We have received a lot of positive feedback from staff members who have thanked us for providing them with this resource for them to use with their students. One staff member wrote, *"Haiku made a tremendous impact upon my effectiveness as an educator and on my student's achievement in all of my classes. Thank you for supporting this extremely valuable resource for our students."* We will continue to utilize Haiku in grades 6-12 so staff and students have a platform to leverage the power of this resource to optimize the delivery of their digital content.	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 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.

The Spring BrightBytes data collection took place and the Instructional Technology Coaches have met, or are in the process of meeting, with the building principals to set goals for their buildings based on the results of the data collected. Many principals have already scheduled the Tech Coaches to provide PD for next year and they continue to work closely with our coaches to provide customized PD based upon their staff needs and wants. | June 2016 | |

Report to Board of Education on District Goals

Date:	June 28, 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

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 met on a monthly basis to review the district-wide behavioral data. The Leadership team engaged in working on specific goals and action plans. Internal coaches met regularly with the districts external coach, Tammy Olig, to discuss progress and needs. Training for building teams continued throughout the year. A few examples included, Tower and South completing Tier 2 training and teams from Farnsworth and Urban investigating the use of Restorative Practices as a Tier 2 intervention. All schools have completed evaluative surveys that assess the progress of PBIS within the individual school structure. Building teams completed the spring fidelity tools in April and May. The results will be used to action plan programming improvements The 2015/16 PBIS tasks have been completed. The Leadership team has developed the action and staff development plans for next year, including Tier 3 training.	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. Data from the universal screeners was used to develop programming that support students' areas of need.	June 2016	

Report to Board of Education on District Goals

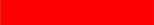|	
Date:	June 28, 2016
Goal:	2
Title of Goal:	All students will perform at the "meets or exceeds" level for behavior as measured by school-wide behavior data to provide for a safe school environment (office discipline referrals, attendance, number of students and success rate of behavior interventions, etc.)
Objective:	2
Title of Objective:	Utilize student survey data to enhance student support services

Status Key

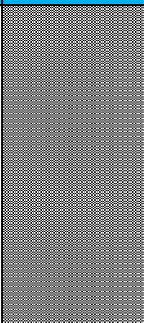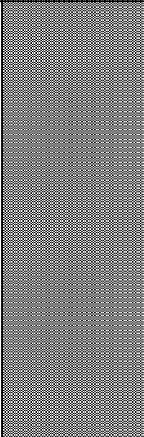|		
🟩	On Target	We are on track to deliver project
🟨	Watch	We are not on track to deliver project but we have a plan to get back on track
🟥	Deadline	We are not on track and have no plan to get plan back to green
▒	Finished	Project is complete!

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 had ongoing discussions and action planned around the YRBS data.	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 resulting plans and specific action steps were presented to the Board in April. | June 2016 | ▒ |

Report to Board of Education on District Goals

Date: June 28, 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

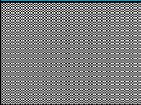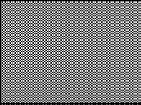| Activity #	Activity	Evidence	End Date	Status
1	Complete district needs assessment	SASD was identified by DPI for disproportionality as a result of having a significant number of African-American students identified as having an emotional behavioral disability. The district's needs assessment and plan were submitted to DPI in June and subsequently approved. The Procedural Compliance Self Assessment (Disproportionality: PCSA) were 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 continued 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 attended the Building Cultural Responsive Systems Conference in Beloit on multiple days throughout the school year. During the first two dates, September 22nd and 23rd, the team gained input on how to support the district plans 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 developed guiding questions related to	June 2016	🟩

		disproportionality that were presented to SASD staff.		
		In addition to the conference, several of the school psychologists attended a webinar on "Addressing Disproportionality in Special Education." The webinar was held one day per month for the entire school year. School psychologists reported back to the Disproportionality Team to assist in facilitating professional development activities at each building.		
		The Disproportionality team met on November 23 and February 25 to finalize guiding questions for staff. Questions were given to Tier 2 PBIS teams at each building to gain insight into cultural biases and determine best practices to reduce disproportionality. The team traveled to Beloit on March 15th and 16th to attend training sessions 3 and 4 of the Building Cultural Responsive Systems Conference. Following the conference, the team debriefed and continued to develop strategies to implement culturally responsive practices throughout the district.		
		The Disproportionality team attended the Beloit conference on March 15 and 16th to gain additional knowledge regarding cultural responsiveness practices. In addition, two of the team members attended the final day of the 5-day conference on May 10th. The team also met on June 2nd at Jackson Elementary to debrief the information acquired at the conference. A five-year equity plan was developed by the team and will be submitted to the School Board. It is the hope of the team that we continue to increase staff awareness regarding cultural responsiveness and promote culturally responsive practices throughout the district.		

Report to Board of Education on District Goals

Date:	June 28, 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

🟩	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	
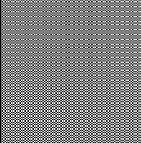
Report to Board of Education on District Goals

Date: June 28, 2016
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

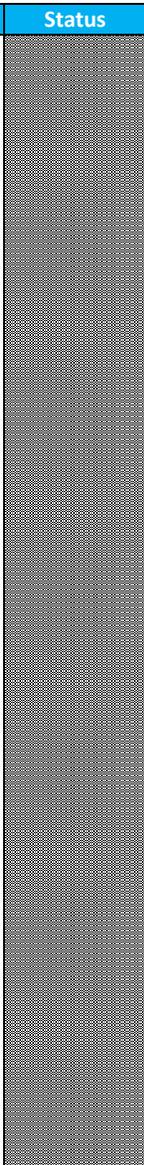|		
	On Target	We are on track to deliver project
	Watch	We are not on track to deliver project but we have a plan to get back on track
	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

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 continue to be reviewed to assure efficiency. The District has received approximately $318,676 in reimbursement for the 2014-15 school year.	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	Continue to expand opportunities to be involved with student scholarships through additional parent meetings and direct communications with students. There has been an increase of approximately 50 more students who applied for scholarships through the Sheboygan Public Education Foundation.	June 2016	

Report to Board of Education on District Goals

Date:	June 28, 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	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 were 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.

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.

During the April and May sessions, the S&I administrators and building principals discussed the structures and plans for Learning Leaders during the 2016/17 school year. These plans include revamping the August Summer Symposium and focusing the monthly sessions on strategies for how buildings are meeting district/building academic goals. | June 2016 | |

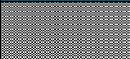| 2 | Implement the first two courses of the SASD/Lakeland College Teacher Development Institute (TDI) | A cohort of 30 elementary, middle, and high school teachers began the first course, *Instructional Practices*, on September 10th. The course was held each Thursday night and concluded on December 3rd. The second course, which focused on disciplinary literacy and writing, began January 14th and ran through the end of April.

The summer session (course #3) pertaining to assessment strategies will begin on June 28th.

Recruiting for the second cohort will take place over the summer. Classes for this new cohort will start in September. | June 2016 | |

Report to Board of Education on District Goals

Date: June 28, 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
🟥	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	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	August 2016	🟩

Report to Board of Education on District Goals

Date:	June 28, 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
	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, 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:	June 28, 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

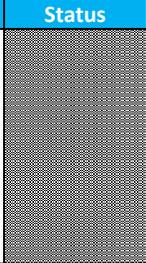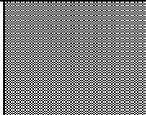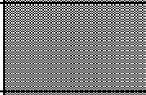|		
On Target	We are on track to deliver project
Watch	We are not on track to deliver project but we have a plan to get back on track
Deadline	We are not on track and have no plan to get plan back to green
Finished	Project is complete!

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	
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.	May 2016	
5	Board decision on the 10 year capital needs plan.	Board takes action on whether to proceed with the funding plan.	June 2016	
6	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.	July 2016	

Report to Board of Education on District Goals

Date: June 28, 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

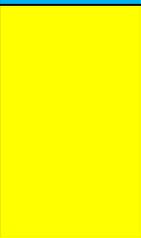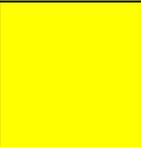|		
	On Target	We are on track to deliver project
	Watch	We are not on track to deliver project but we have a plan to get back on track
	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

2015-2016

Activity #	Activity	Evidence	End Date	Status
1	Explore pay differentiation based on attracting and retaining critical teachers and support staff	Have met with some of SEA leadership and discussed pay differentiation 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. To date, we have been able to fill all openings using the teacher schedule.	May 2016	
2	Develop a strategic recruiting plan for SASD teachers and support staff	We have developed a recruitment brochure (given out tonight at your place). We will continue to develop student teachers and interns.	May 2016	
3	Support staff longevity pay based on five years of successful evaluations	There is an Executive Summary in the HR Report asking for approval of a 5 year Performance Increase for Non-Exempt Support Staff.	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 extract the data prior to the system being inaccessible. We will continue to gather additional date for all three years (14-15, 15-16 and 16-17) prior to setting a cut score.	May 2017	
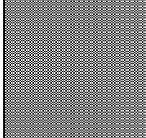
Report to Board of Education on District Goals

Date:	June 28, 2016
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	Based on the June 22, 2016 June Planning Session this activity will be concluded and a new activity will be developed to better align with the Academic Career Planning Goal which will replace Goal 1 of the Strategic (Long-Range) Plan.	June 2016	🟨
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.	Based on the June 22, 2016 June Planning Session this activity will be concluded and a new activity will be developed to better align with the Academic Career Planning Goal which will replace Goal 1 of the Strategic (Long-Range) Plan.	August 2016	🟨
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.	Based on the June 22, 2016 June Planning Session this activity will be concluded and a new activity will be developed to better align with the Academic Career Planning Goal which will replace Goal 1 of the Strategic (Long-Range) Plan.	August 2016	🟨
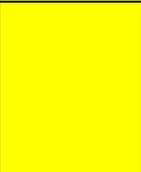
Report to Board of Education on District Goals

Date:	June 28, 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

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 sites launched in early February. Elementary schools (12 in total) are underway now, with an anticipated conversion by Aug 1.	June 2016	
2	E-newsletters/Social Media - 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. Facebook has proven to be the most popular social media site utilized by district and schools. All have increased subscribers over the last year.	June 2016	