




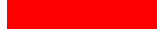
Report to Board of Education on District Goals

Date: March 11, 2025


Pillar 1: Student Success – Upon graduation, all students will be prepared to successfully take the next step in their self-defined career pathway as defined by our College and Career Readiness Accountability Report Card

Goal 1: All students will be engaged in a rigorous and relevant curriculum

Status Key

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

2024-2025

| Objective # | Objective | Outcome Measures | Evidence | End Date | Status |
|------------------|---|--|---|-----------|--|
| 1 Lead: Kelly | All schools will successfully engage in a continuous improvement process based upon their School Accountability Report Card | <ul style="list-style-type: none"> Each school will utilize our 4-step continuous improvement process (data reflection, goal setting, progress monitoring, and plan implementation) Each school will hold a data retreat with their school leadership team to analyze academic screener data, standardized assessment results, attendance data, behavioral data, and school climate survey information before the start of the 2024-2025 school year Each school will utilize their data analysis from the data retreat to develop school improvement goals/Student Learning Objectives (SLO) for the 2024-2025 school year that are aligned to the District's Long-Range Plan and the Educator Effectiveness process – a math, reading, and climate behavior related goal should be included in the school's Student Learning Objectives (SLO) Each school will progress monitor their school improvement goal/SLO at the mid-year and end-of-year mark | <ul style="list-style-type: none"> Each school has completed the initial steps of the continuous improvement process by holding a data retreat with their school leadership teams and setting annual goals Each school will share a school improvement goal/SLO progress update by February 2025 for the mid-year update and by May 2025 for the end-of-year update Schools are currently analyzing data in preparation for mid-year updates (AimsWeb, Star, etc.) North High School and South High School shared their College & Career Readiness updates with the Board in October 2024 Principal/School Culture Surveys for “in-cycle principals” are to be administered in the spring (April/May 2025) Student surveys are to be administered for grades 3-12 in April 2025 | June 2025 |  |

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| | | <ul style="list-style-type: none"> Schools will use longitudinal data from the College and Career Readiness Accountability Report Card to measure growth Note: During the first semester, we will gather a team to assess our survey tools and process | | | |
| 2 Lead: Jason D. | SASD High Schools will implement graduation rate improvement plans during the 2024-2025 school year to increase graduation rates across all high schools | <ul style="list-style-type: none"> Use high-leverage tactics to improve the SASD graduation rate Potential tactics: 1.) establish Lighthouse Academy for more accurate graduation rate data collection 2.) utilize individualized instruction and education technology to accelerate learning 3.) explore more alternative education options like a competency based high school program Explore evidence-based strategies to improve SASD graduation rates Potential strategies: 1.) Add additional career and technical education (CTE) pathways that yield credit bearing work opportunities 2.) leverage existing community partnerships with local businesses and educational institutions to enhance our CTE offerings 3.) Develop a K-12 graduation early warning system with individualized graduation plans for at-risk students | <ul style="list-style-type: none"> Lighthouse Academy was established as a school with school board and Wisconsin DPI approval in July 2024 The high school principals have been meeting monthly since October 2024 as a Graduation Rate Improvement Planning (GRIP) team The team has engaged in a data analysis of trends related to students at-risk for not graduating on time The team has also started to conduct a root cause analysis to determine the primary barriers to on time graduation and to identify evidence-based strategies aligned to the primary root causes The administration team worked collectively to update criteria utilized districtwide to identify students (Grades 9-12) as at-risk for not graduating Primary root causes were identified as chronic absenteeism and additional alternative graduation pathways (i.e., competency-based with reduced credits) The administration has consulted with DPI and comparable districts about program offerings within the state/districts and visited one school site to observe their senior academy/competency-based program | June 2025 | |
| 3 Lead: Eric | Increase the percentage of college-bound students successfully completing Advanced Algebra by 2026-2027, as aligned with the SASD College and Career Readiness Indicators | <ul style="list-style-type: none"> Collect data and analyze the math course sequence of past graduates to identify any systematic obstacles impacting students' successful completion of Advanced Algebra Enhance the process of collecting post-secondary plans from students beginning as early as 9th grade | <ul style="list-style-type: none"> An analysis of math course sequence data has been conducted. The results have been compiled and shared for the 2023 and 2024 graduating classes with key stakeholders Teams will meet during the second semester to analyze obstacles and | June 2027 | |

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| | | <ul style="list-style-type: none"> Communicate students self-selected post-secondary plans to Math teachers prior to course scheduling Create a communication plan for students and parents to educate them on the link between Advanced Algebra and College Readiness | <p>trends related to successful completion of Advanced Algebra</p> <ul style="list-style-type: none"> Communications have been created and shared for stakeholder groups (students, parents, staff) regarding the link between Advanced Algebra and College Readiness Student 2025-2026 course selections have been cross-referenced with students' post-secondary plans – staff will be having conversations when these two do not align | | |
| 4 Lead: Jason D. | Determine process for implementing the mandatory Personal Finance graduation requirement across all SASD high schools | <ul style="list-style-type: none"> Update Policy 5460 – Graduation Requirements Develop an action plan Update Course Description Guide Communicate with stakeholders | <ul style="list-style-type: none"> Policy 5460 – Graduation Requirements was updated and approved by the Board in September 2024 The S&I Coordinators will work collectively with the High School Principals during the second semester on next steps: action planning, course guide descriptions, and communication with stakeholders | June 2025 | |
| 5 Lead: Jim | Leverage essential standards and additional targeted supports to increase reading scores at the middle school level | <ul style="list-style-type: none"> Review essential standards by grade level Align content and instructional strategies with essential standards Utilize assessment data to target small group instruction early in the year Provide professional development to support shifts in literacy instruction | <ul style="list-style-type: none"> In September 2024, districtwide department teams participated in a PLC at Work professional learning experience facilitated by an external consultant. These teams then developed collaborative learning team action plans These districtwide department teams met again in October and November 2024 to continue working on their action plan developed in September focused on essential standards by grade level Administrators participated in PLC Leadership training and coaching in the Fall of 2024 During the second semester, teams will be able to attend two customized workshops on assessment, essential standards, and/or academic systems of support Teams will also be given time during professional development days and departmental meetings to continue working on their action plans | June 2025 | |




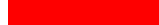
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| | | | <ul style="list-style-type: none"> • Middle School/High School teams were given support during February PD day from guest speakers and will refine plans to guide their work the remainder of the year • The administration provided an update to the school board regarding the professional development plan February, 2025 | | |
| 6 Lead: Jim | Implement WI ACT 20 in a manner that supports staff growth and development resulting in increased reading scores at the elementary level | <ul style="list-style-type: none"> • All K-5 teachers and administrators will engage in structured literacy training • The State Reading Readiness screener will be administered in the winter for grades K-3 and in the spring for grades 4k-3 • Diagnostic assessments will be administered for students in the 25th percentile and below on the Universal Screener | <ul style="list-style-type: none"> • K-5 teachers and administrators engaged in structured literacy training on the September, October, and November professional development days • The State Reading Readiness screener was administered as a test pilot in Fall 2024 • We remain on track for the required test administration in winter, use of diagnostic assessments, and the development of reading plans for students who are in need of additional support • We completed winter test administration and diagnostics were implemented in February • Reading plans have been shared with all students on a plan and schools are following up with families at February parent conferences • We will be notifying parents of progress in mid-March and preparing for the spring window April 1-17 • The administration provided an update to the school board regarding ACT 20 March, 2025 – we remain on track for meeting the requirements of ACT 20 | June 2025 | |

Report to Board of Education on District Goals


Date: March 11, 2025

Pillar 1: Student Success – Upon graduation, all students will be prepared to successfully take the next step in their self-defined career pathway as defined by our College and Career Readiness Accountability Report Card

Goal 2: Student and Instructional Services will support schools to ensure school and district initiatives are aligned to support and promote student success

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2024-2025

| Objective # | Objective | Outcome Measures | Evidence | End Date | Status |
|-------------|--|--|--|-----------|--|
| 1 | Instructional Technology will work with SASD staff to pilot and propose a budget and implementation plan for standardized technology across the District | <ul style="list-style-type: none"> Gather a representative group to conduct a Chromebook pilot to gather user feedback about their experiences The feedback was compiled and utilized to drive future planning Conduct a second Chromebook pilot with a group in fall 2024 to gather additional feedback Following the fall 2024 pilot information will be shared with the Executive Management Team (EMT), to make a determination related to a "Standardized Classroom" model with Chromebooks | <ul style="list-style-type: none"> Conducted Round 1, Chromebook pilot in March 2024 with a pilot team that consisted of 15 teachers and administrators (5 at each grade level- Elementary, Middle, and High School) Collected feedback from pilot participants about their experience with the device Conducted Round 2, Chromebook Pilot that involved 15 staff members (12 teachers and 3 admin) in November 2024 The Round 3, Chromebook Pilot will begin in January 2025 We are on track to make a recommendation to the Executive Management Team (EMT) regarding a "Standardized Classroom" model with Chromebooks following the completion of the Round 3, Chromebook Pilot We are in our final Chromebook Teacher Pilot rotation and it will be completed on March 14, 2025 All the feedback will be compiled along with a cost analysis, and an implementation plan | June 2025 |  |




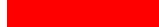
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| | | | <ul style="list-style-type: none"> This will be presented to the Executive Management Team (EMT) as a final recommendation April, 2025 | | |
| 2 | Instructional Technology will explore ways in which Artificial Intelligence (AI) technology can be used to enhance and find efficiencies in district operations | <ul style="list-style-type: none"> The Instructional Technology Team will be compiling educational Artificial Intelligence (AI) resources to pilot with staff members across the District in fall (October 2024) Once an Artificial Intelligence (AI) list is finalized, we recruit interested teachers to pilot the vetted AI platforms and decide whether or not to move forward with some of them (February 2025) We will develop/review policy related to the use of Artificial Intelligence (AI) and Academic Honesty in fall (October 2024) | <p>Pilot AI Resources for Staff</p> <ul style="list-style-type: none"> The Instructional Technology Team has vetted several AI tools and will begin the piloting of these tools with teachers and administrators across the District January, 2025 The AI tools to be piloted have been identified as: MagicSchool AI, Diffit, Brisk, and Quizizz The pilot will last four months and the feedback will be reviewed to see which platform(s) we will promote We will analyze the feedback and decide what tool(s) the Instructional Technology Team would support <p>Policy/Guideline Development</p> <ul style="list-style-type: none"> The Technology Governance Committee (TGC) met and reviewed six samples of student and staff AI guidelines and ranked them The team is working to finalize draft AI guidelines for staff and students The Instructional Technology Team met with groups of high school students from North and South to collaboratively develop a draft of “Artificial Intelligence Ethics: Student Guidelines” for further review by the administration The Instructional Technology Team will attend staff meetings to share teacher guidelines for review and to gather feedback | June 2025 | |

Report to Board of Education on District Goals



Date: March 11, 2025

Pillar 1: Student Success – Upon graduation, all students will be prepared to successfully take the next step in their self-defined career pathway as defined by our College and Career Readiness Accountability Report Card

Goal 3: School Culture/Climate – All students will thrive in schools that promote respect, safety, and a positive learning environment

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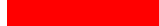
2024-2025

| Objective # | Objective | Outcome Measures | Evidence | End Date | Status |
|-------------|--|---|---|-----------|---|
| 1 | The SASD will work in collaboration with community partners to address the issue of truancy within our community | <ul style="list-style-type: none"> Partner with the Sheboygan County Health & Human Services (SCHHS) Student Engagement Team (SET) to minimize attendance barriers for students and families by providing individualized support and services Partner with the Families + Neighborhoods Together community social workers to provide early intervention services to students and families for regular school attendance Maintain existing partnerships between our school social workers and municipal and county judges to utilize restorative alternatives (educational truancy workshop) over punitive truancy practices (tickets/juvenile referrals) | <ul style="list-style-type: none"> We continue to work collaboratively with community partners (Department of Health & Human Services, Municipal Court Judges, and County Court Judges to minimize attendance barriers for students and families by utilizing individualized planning and/or restorative practices At the school level, individual plans are developed for students identified as in need of support. Collaboration and support with community mental health providers are strategies within student plans We continue to partner with community agencies to address the issue of truancy We will gather as a collective to identify ways to combat chronic absenteeism for high school students by May, 2025 to plan forward | June 2025 |  |
| 2 | Review district special education programming to ensure our programming meets the needs of all students served | <ul style="list-style-type: none"> Program Support Team (PST) will conduct a needs assessment of our current SASD special education continuum of services Collect data from comparable school districts about their continuum of special education services | <ul style="list-style-type: none"> The Special Education Program Support Team (PST) has started to assess our current special education continuum The team has worked to develop a program description for a specialized program that is designed to support early elementary students (K5-2nd grade) with significantly divergent | June 2025 |  |


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| | | <ul style="list-style-type: none"> • Conduct site visits at comparable school districts to observe district-level special education programs • Create an action plan to ensure that our special education programs meet the needs of all students | <p>social emotional and communication needs as they transition into a more traditional school environment</p> <ul style="list-style-type: none"> • The team has also utilized an existing facility study to assess potential school sites based on defined criteria aligned to programmatic needs • The team will share the final recommendation with the Executive Management Team (EMT) and engage staff at the identified school site as part of the communication plan • The administration provided a presentation to the Board on the District's special education program November, 2024 • The Hope Program for K-02 students was established at Cooper Elementary School December, 2024 | | |
| 3 | Explore the ability to provide increased mental health services for students on-site | <ul style="list-style-type: none"> • Engage in conversations with community mental health providers to develop an on-site Intensive Outpatient Program (IOP) • Assess current district facilities to host on-site Intensive Outpatient Program (IOP) • Assess the data of students participating in Intensive Outpatient Program (IOP) during the 2024-2025 school year | <ul style="list-style-type: none"> • We engaged community partners in the process of developing an on-site Intensive Outpatient Program (IOP). As a result of this process, Rogers Behavioral Health was selected as the key partner • We are working collectively with Rogers Behavioral Health to formalize this partnership which is expected to be finalized by March, 2025 • South High School has been identified as the host site • The administration provided a mental health framework update to the Board March, 2025 | June 2025 | |

Report to Board of Education on District Goals

Date: March 11, 2025
Pillar 2: Exceptional Staff – Provide extraordinary service to meet the needs of our students and community by recruiting and retaining exceptional staff
Goal 1: Continue our commitment to cultivate a more positive district culture by fostering a sense of pride, appreciation, and belonging among our workforce, highlighting the unique advantages and rewards of being part of our school community

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2024-2025




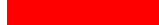
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|-------------|---|---|--|-----------|--|
| 1 | Launch targeted communication campaigns to promote awareness of the positive aspects of working in our district | <ul style="list-style-type: none"> Enhanced understanding and awareness of the events, opportunities, and advantages of being employed by the District | <ul style="list-style-type: none"> Participants surveyed after the New Teacher Orientation rated their excitement about starting their teaching careers in the SASD at 4.5 out of 5. One new hire commented, "I smiled and felt appreciated seeing all the effort put into organizing this orientation for us." Currently preparing another round of advertising for Special Ed EA positions Continue showcasing our employees and district events through the Leadership Spotlights and Difference Makers campaigns on social media Billboard, social media, and newspaper advertisements continue to be utilized to promote open support staff positions The website and social media were used to highlight that SASD is the only Wisconsin school district featured on Forbes' list of top employers Monthly wellness newsletters featuring recipes, tips, and program updates Exploring a Youth Apprenticeship Program for SASD students to gain work experience and credit in district roles, with CESA 6 oversight | June 2025 |  |

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| 2 | Ensure that our compensation and benefits package are comparable to or better than other comparable districts | <ul style="list-style-type: none"> Based on comparable data, we can confirm that our compensation and benefits packages are comparable or better than other identified districts | <ul style="list-style-type: none"> USI completed benchmarking results on the District insurance plan - SASD benefit plan has richer coverage than all peer groups compared against WI Public Schools, 1000+ EE's, and Central Region Employer Groups (WI, IL, and MO) For like plans, SASD's monthly payroll contribution by single employees is almost 50% less than those at other WI Public Schools, and Family contributions are 30% lower Conducted an internal audit to verify the accurate placement of all certified staff on the salary pay scale Proposed a one-time pay equity adjustment for certified staff to the M&C group, aligning salaries for fairness across similar roles and experience Discussed with the group the potential removal of the "gray scale" from the salary scale to allow certified staff to move up without being capped Initiated the idea of moving to a PTO plan in place of the current sick/personal time structure for certified staff | June 2025 | |
| 3 | Implement employee recognition celebrations of achievements, milestones, and contributions made by individuals and teams within the District | <ul style="list-style-type: none"> An elevated level of recognition and appreciation shown throughout the District, school site, and departments | <ul style="list-style-type: none"> Initiated discussions with the Superintendent and the SASD Marketing and Communications Team to establish a clear vision for moving forward Hosted a Residency in Teacher Education (RITE) event, which included a CESA 6 tour of the schools and classrooms where RITE program participants are based - After school, a gathering was held to recognize and connect SASD program graduates and current enrollees Ongoing <i>Leadership Spotlights</i> and <i>Difference Maker</i> posts on FB, with <i>Difference Makers</i> nominated by the community to highlight exceptional staff Partnering with North & South art teachers to create personalized, student-made ceramic retiree gifts, adding a meaningful touch to recognition | June 2025 | |
| 4 | Equip principals and supervisors with the tools and knowledge to enhance their supervision skills | <ul style="list-style-type: none"> Principals and supervisors are comfortable leading crucial conversations and well-versed | <ul style="list-style-type: none"> Presented the updated employee handbooks to the principal group and emphasized the importance of | June 2025 | |



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| | in fostering a positive work culture and promoting employee morale | in advising and guiding employees on district policies and related matters | <p>maintaining accurate timekeeping records, as well as complying with time-off policies and best practices</p> <ul style="list-style-type: none"> • Meeting with principals and supervisors to review Performance Improvement Plans and staff coaching needs • Engaging in annual staffing planning to discuss staff movement, identify needs, and address potential openings for the next school year | | |
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Report to Board of Education on District Goals

Date: March 11, 2025
Pillar 2: Exceptional Staff – Provide extraordinary service to meet the needs of our students and community by recruiting and retaining exceptional staff
Goal 2: Enhance and modernize our recruitment efforts to attract talent and strengthen our workforce

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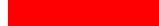
2024-2025

| Objective # | Objective | Outcome Measures | Evidence | End Date | Status |
|-------------|---|---|---|-----------|---|
| 1 | Promote our district as one of choice, opportunity, and diversity to both our local community and the wider state, in order to attract candidates for all available positions | <ul style="list-style-type: none"> Create SASD brand recognition in our community and beyond (our logo, etc.) A higher level of recognition and awareness of the SASD on a state-wide level | <ul style="list-style-type: none"> Partnering with a Lakeland University Communications & Marketing class to assess SASD's strengths and create a marketing plan focused on recruitment and retention Assessing our Open Hire Events to evaluate what is working, identify any necessary adjustments, and plan additional events for teaching staff and other positions Organized and held another Open Hire Event, which attracted nearly 30 support staff applicants, with candidates placed in roles of highest need Exploring the possibility of hiring and supporting J1 Visa teachers for the upcoming school year Identifying potential internship opportunities for the next school year to expand recruitment Engaging in college career fairs to attract candidates | June 2025 |  |
| 2 | Invest in ongoing education and training to stay informed about the latest trends, technologies, and best practices in recruitment | <ul style="list-style-type: none"> Gain a deeper understanding of software and AI tools that can enhance our recruitment efforts and streamline the process. | <ul style="list-style-type: none"> Gathering information and obtaining quotes for electronic reference check systems Connecting with a Lakeland University Marketing Instructor to better understand possible systems and software used to generate meaningful posts and material on LinkedIn and other social media sites to tell our SASD "story" | June 2025 |  |



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| | | | <ul style="list-style-type: none"> • Transitioning to a paperless, electronic system for FMLA submission and tracking • Enhancing the paperless, electronic capabilities of the Frontline system to streamline EA and teacher substitute timesheet submission and payroll processing • Joined the CESA 7 Teacher Development Center Advisory Council to discuss teacher licensure programs and potential expansions to address educational needs in our area • Implemented and trained principals and supervisors on Crosschq, an automated reference check system, to enhance efficiency, consistency, and streamline the hiring process | | |
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Report to Board of Education on District Goals

Date: March 11, 2025
Pillar 3: Families and Community – Foster family and community relationships in order to collaboratively work together to provide support and resources to meet identified needs
Goal 1: Provide clear communication between parents and schools regarding educational progress

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2024-2025




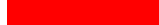
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| 1 | The SASD Student and Instruction team will work with administration to support parent engagement through enhanced communication strategies | <ul style="list-style-type: none"> Implement and refine <i>Great Start Conferences</i> at the EC/elementary schools | <ul style="list-style-type: none"> Great Start Conferences implemented across the District in all elementary schools Survey data being reviewed to determine modifications for future years Creation of annual marketing/communication plan specific to parent engagement | June 2025 |  |
| 2 | Expand methods and opportunities for two-way communication between stakeholders | <ul style="list-style-type: none"> Secure communication tools and develop implementation plan to enhance 2-way communication (emergency notifications, school event information, attendance, classroom assignments, and student grades) | <ul style="list-style-type: none"> Website options being reviewed with options for two-way communication functionality See Board of Education presentation on 12/10/2024 specific to new website and communication platforms This objective will be linked to the Final Site website creation goal (Pillar 3, Goal 2, Objective 2) as the messaging tool and website will work in conjunction for a streamlined communication process with all stakeholders | June 2025 |  |

Report to Board of Education on District Goals



Date: March 11, 2025

Pillar 3: Families and Community – Foster family and community relationships in order to collaboratively work together to provide support and resources to meet identified needs

Goal 2: Enhance communication efforts between the school district and community members regarding the District’s educational opportunities, outcome measures, personnel data, and financial information




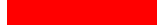
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2024-2025



| Objective # | Objective | Outcome Measures | Evidence | End Date | Status |
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| 1 | Implement a communication strategy plan to enhance the messaging of key information and data with stakeholder groups (i.e., internal, parents, business/community leaders, and district residents without school-aged children) | <ul style="list-style-type: none"> Key components of the strategy plan implemented and monitored Update and monitor the District’s Data Dashboard | <ul style="list-style-type: none"> Referendum communication plan shared with school board “Future Planning” options being discussed as a means to engage the community in discussions related to school district expectations Creation of referendum rebuild/renovation structure to ensure stakeholder input Detailed update on the referendum planning process at the April BoE meeting | June 2025 |  |
| 2 | Develop and launch new district and school websites | <ul style="list-style-type: none"> District and school websites launched and functioning effectively | <ul style="list-style-type: none"> Vendor options being considered – plan for transition to new site is Summer 2025 See Board of Education presentation on 12/10/2024 specific to new website design Website planning process underway with Final Site project manager and design team Aggressive deadline for the start of the 2025-2026 school year, the secondary deadline will be Thanksgiving Break if necessary | June 2025 |  |

Report to Board of Education on District Goals

Date: March 11, 2025
Pillar 4: Finance and Resource Systems – District finance and resources systems are aligned to maximize student learning and staff productivity
Goal 1: Identify and prioritize capital needs of the District

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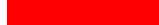
2024-2025

| Objective # | Objective | Outcome Measures | Evidence | End Date | Status |
|-------------|--|---|---|-----------|---|
| 1 | Implement action plan for a potential November 2024 referendum and possible post referendum action plan to rebuild Farnsworth and Urban Middle Schools | <ul style="list-style-type: none"> Pre-election community information presentations Referendum borrowing Building and site design and engineering | <ul style="list-style-type: none"> Community informational sessions set for October 3rd at Urban Middle School and October 17th at Farnsworth Middle School Community groups and organizations identified, and scheduling has begun for presenting to these groups Held informational sessions at Urban Middle School on 10-13-24 and at Farnsworth Middle School on 10-17-24 Gave multiple presentations to community groups during the month of October Passing of the referendum on the November 5th election with 65% voter approval Board approved borrowing resolution on 11-26-2024 Kickoff meeting with Bray Architects for school design process on 11-27-2024 12-30-2024 \$93m bond proceeds received Core Planning Team toured middle schools on 1-17-2025 | June 2025 |  |
| 2 | Identify and implement energy savings opportunities throughout the District | <ul style="list-style-type: none"> Electric usage monitoring and analysis Energy sustainability education and awareness campaign Explore alternative energy options for new middle schools | <ul style="list-style-type: none"> Contracted with Data Wrangler on 8-13-24 to install electric meter monitoring and analysis software at middle schools and high schools 8-13-24 meeting with South High School student advisor of Renewable Redwings Michael Aprill and SASD retiree Steve Griffith to discuss student involvement | June 2025 |  |



| | | | | | |
|--|--|--|---|--|--|
| | | | <div>with energy sustainability and awareness campaign in our school buildings</div> <ul style="list-style-type: none">• Data Wrangler installations completed• 11-14-2024 meeting with Data Wrangler to look at initial usage reports• 2-19-2025 Data Wrangler presentation to NHS Interact Club | | |
|--|--|--|---|--|--|

Report to Board of Education on District Goals

Date: March 11, 2025
Pillar 4: Finance and Resource Systems – District finance and resources systems are aligned to maximize student learning and staff productivity
Goal 2: Enhance security and infrastructure for data storage and the fiber optic network




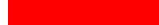
| Status Key | | |
|---|-----------|---|
|  | On Target | We are on track to deliver project |
|  | Watch | We are not on track to deliver project, but we have a plan to get back on track |
|  | Deadline | We are not on track and have no plan to get plan back to green |
|  | Finished | Project is complete!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

2024-2025

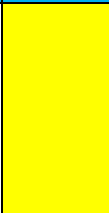

| Objective # | Objective | Outcome Measures | Evidence | End Date | Status |
|-------------|---|--|---|-----------|---|
| 1 | Establish a secondary data center | <ul style="list-style-type: none"> Needed hardware for data center located at Administrative Services Building (ASB) purchased and installed Setup and manage off-site data server and storage systems to provide redundant access to critical IT services | <ul style="list-style-type: none"> E-Rate application completed for data center hardware | June 2025 |  |
| 2 | Update the District's Cyber Security Plan and implement the Plan's proactive strategies | <ul style="list-style-type: none"> Continue employee security awareness and training on identifying phishing emails and other cyber risks Implement Network Access Control (NAC) system Update security for Wi-Fi infrastructure | <ul style="list-style-type: none"> Specifications developed for Network Access Control (NAC) system Implemented the mandatory Skyward Multi-Factor Authentication for Skyward Financial users | June 2025 |  |

Report to Board of Education on District Goals

Date: March 11, 2025
Pillar 4: Finance and Resource Systems – District finance and resources systems are aligned to maximize student learning and staff productivity
Goal 3: Build supports for schools, students and parents around transportation challenges

| 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! |

2024-2025

| Objective # | Objective | Outcome Measures | Evidence | End Date | Status |
|-------------|---|---|---|-----------|---|
| 1 | Support schools in minimizing the impact of transportation disruptions | <ul style="list-style-type: none"> Assist in Prigge driver recruitment Install Wi-Fi on busses Implement Wayfinder student bus attendance tracker Complete Request for Proposal (RFP) process for bus camera replacements | <ul style="list-style-type: none"> Driver recruitment postcard mailing sent in July 80% E-Rate funding approved in July for bus Wi-Fi hardware, installation and internet service Wi-Fi installation completed 8-16-24 Conducting Wayfinder testing on busses | June 2025 |  |
| 2 | Update policies and procedure guidelines for employees transporting students with district owned vehicles | <ul style="list-style-type: none"> Update board policies to align with state statutes and best practices Update administrative guidelines to align with state statutes and best practices | | June 2025 |  |