



School District of Onalaska Annual Report - September 2022



School District of Onalaska
237 2nd Ave S
Onalaska, WI 54650

BOARD OF EDUCATION 2022-23

Ann Garrity, President
Mark Cassellius, Vice President
Aaron McDonald, Clerk
Shawn McAlister, Treasurer

Brian Haefs, Director
Tesia Marshik, Director
Tony Benson, Director

Who Governs the Schools? Onalaska – A Unified School District

Governance:

The Board of Education, the elected representatives of the School District of Onalaska, governs the school district. The Board consists of seven members elected at large for terms of three years. On July 1, 1982, the district was reorganized under Unified School District Laws of Wisconsin. The basic change provides that the district is fiscally independent, that is, the Board is empowered to levy a school tax for the operation and maintenance of the district.

Agenda:

The meeting agenda is posted in each school, at the district office, on the district website, and sent to the media 24 hours prior to the meeting.

Meetings:

Regular meetings are held on the second and fourth Mondays of the month at 6:00 p.m. in the District Office Board Room at 237 2nd Ave S. The public and the news media are invited to attend.

Minutes:

The approved minutes are posted on the district website at www.onalaskaschools.com and the proceedings are also published in The Courier.

Functions of the Board of Education

The Onalaska Board of Education is the elected Board for the School District of Onalaska. Board policies are established for all phases of operating a PreK-12 school district. One major function of the Board is to establish broad policies for all phases of operating and maintaining a comprehensive PreK-12 educational system. Policies must address the day-to-day operations as well as provide directions for future growth and development. The Board functions within state laws, which usually provide specific powers and rules. In areas not highly specified, the Board has wide discretionary powers. The Board is charged with the responsibility of providing the best possible educational programs for the District's students based upon state and federal requirements, and community, state, and federal support. In order to carry out the day-to-day operations, the Board employs a full range of professional and support personnel. Once the Board has set the policies for the educational programs and direction for the district, it is required to develop, approve and levy the necessary finances to implement the programs.

A Message from School Board President Ann Garrity

On behalf of the Board of Education I want to take this opportunity to thank the community of Onalaska for your support of our students. Our students continue to make us proud and we continue to dedicate ourselves to high levels of learning for ALL our students.

We have weathered the pandemic and have implemented plans to correct the learning losses as a result of the pandemic. We are excited to be starting this new school year.

We are so very fortunate to live in a community that values education and takes an active role in supporting our students. Thank you!

A handwritten signature in black ink, appearing to read "Ann M. Garrity". The signature is written in a cursive style with a large initial "A" and "M".

Ann M Garrity
Board President

A Message from Superintendent Todd Antony

I am pleased to present this Annual Report in an effort to provide an accurate assessment of the current state of the District. This Annual Report provides instructional and financial highlights from 2021-22 and outlines our plan for accomplishing the Board of Education goals as articulated in the district's strategic plan. Continued success is built on strong relationships between everyone involved including our school board, our entire faculty and staff, students, families and the broader community.

This past year the district engaged in a comprehensive process to review and revise the current district strategic plan. A representative group of district staff, parents, students and community members completed and presented their work to the board of education. The board officially adopted the [plan](#) as presented during a July meeting.

Moving forward into 2022-23 and beyond, as a result of the state legislature in the budget process, the District was provided with no additional revenue through local taxes or state sources. The message is clear that those responsible for public school funding expect districts to rely heavily on one-time federal funds to maintain existing programming and their inflationary costs. As a result we have scaled back our original plan to utilize federal funding to provide additional services to address the effects on learning caused by the pandemic and instead are needing to utilize much of those funds for basic operational expenses.

This summer the board of education voted unanimously to pose two referendum questions to citizens of the district. The first is a renewal of the existing operational referendum passed in 2018. A continuation of the operational referendum is needed to maintain current levels of programming and to recruit and retain a first class staff in the face of uncertain funding support from the state. We thank the Onalaska community for their historic support of consecutive operational referendums going back to 2006.

The second referendum question allows for up to \$75 million in bonding authority to address facility needs at our middle school and the most pressing needs at our high school. A facilities study conducted by a contracted architectural firm identified the deficiencies in both the physical building and instructional objectives. Last winter the board authorized the creation of a Facilities Study Task Force made up of district citizens to analyze the study and provide recommendations to the board. The board then conducted a community survey to elicit input from the community at large. The board is proceeding with the referendum question after careful consideration of all information available.

One method of measurement of our success is the state issued district and school accountability report cards. I am proud to say that on this measurement the district is rated as "Exceeds Expectations". This year's Accountability Report Cards are not yet available. The 2021-22 Report Cards will be made public later this fall and can be accessed at the DPI website by going to <https://apps2.dpi.wi.gov/reportcards/> along with past report cards.

In addition to high academic achievement, the District can be proud of the elective offerings, fine arts programming and co curricular opportunities for our students. Such programming ensures that we are cultivating the many interests and talents of our students and meeting the needs of the whole child. We do not see our work as culminating at high school graduation but as preparing our students for life after graduation as a productive member of our diverse community.

As I move into my fourth year as superintendent, I can affirm that the state of the School District of Onalaska is sound and that our future is bright. Although uncertainty in state funding is a challenge, we continue to operate the district within the realities that we face. We are driven by our mission of working together to ensure high levels of learning for all.

In closing, I encourage you to contact me with any questions or comments you might have regarding this Annual Report, information on the upcoming referendum or any other aspect of the District.

Thank you for your continued support.

A handwritten signature in black ink, appearing to read "Todd L. Antony". The signature is fluid and cursive, with a prominent initial "T" and a long, sweeping underline.

Todd L. Antony
Superintendent

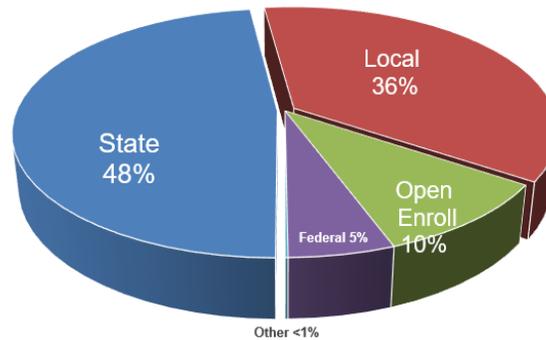


**School District of Onalaska
2022-2023 Budget
Adoption Proposal Summary**

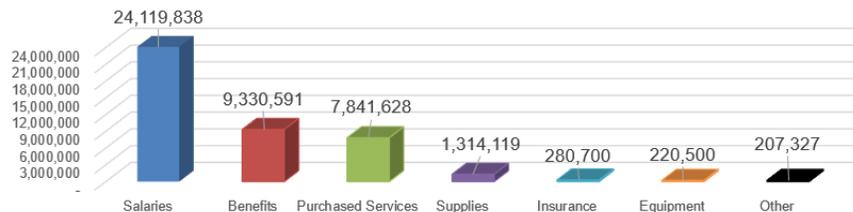
The proposed budget shown on the following pages includes prior year unaudited information. It will be brought to a public hearing at 6 pm on Monday, September 26, 2022. The level of detail presented for budget adoption is the level which is suggested by the Wisconsin Department of Public Instruction. For a more detailed budget report, please visit the Finance page under District Services at www.onalaskaschools.com or contact the District Office, 237 2nd Ave S, Onalaska, WI (608-781-9700).

-Kent Ellickson, Director of Finance & Business Services

**2022-23 Budgeted Revenue
General & Special Ed Funds, Combined**



**2022-2023 Budgeted Expenditures
General & Special Ed Funds, Combined**





BUDGET ADOPTION 2022-23

	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
GENERAL FUND (FUND 10)			
Beginning Fund Balance (Account 930 000)	7,015,040.81	7,960,293.44	9,431,108.27
Ending Fund Balance, Nonspendable (Acct. 935 000)	100,078.36	105,682.94	105,682.94
Ending Fund Balance, Restricted (Acct. 936 000)	209,223.51	593,868.18	244,037.18
Ending Fund Balance, Committed (Acct. 937 000)	102,681.16	0.00	0.00
Ending Fund Balance, Assigned (Acct. 938 000)	2,606.00	1,185,733.84	1,185,733.84
Ending Fund Balance, Unassigned (Acct. 939 000)	7,545,704.41	7,545,823.31	7,545,823.31
TOTAL ENDING FUND BALANCE (ACCT. 930 000)	7,960,293.44	9,431,108.27	9,081,277.27
REVENUES & OTHER FINANCING SOURCES			
100 Transfers-in	0.00	0.00	0.00
Local Sources			
210 Taxes	16,044,334.10	17,044,172.29	15,544,030.00
240 Payments for Services	0.00	0.00	0.00
260 Non-Capital Sales	1,910.66	29,923.25	0.00
270 School Activity Income	45,886.50	99,989.15	65,000.00
280 Interest on Investments	5,392.05	12,548.85	5,500.00
290 Other Revenue, Local Sources	96,895.76	149,898.00	40,500.00
Subtotal Local Sources	16,194,419.07	17,336,531.54	15,655,030.00
340 Payments for Services	3,990,570.08	4,284,033.64	4,275,000.00
Subtotal Other School Districts within Wisconsin	3,990,570.08	4,284,033.64	4,275,000.00
Intermediate Sources			
510 Transit of Aids	0.00	2,920.00	0.00
Subtotal Intermediate Sources	0.00	2,920.00	0.00
State Sources			
610 State Aid -- Categorical	215,710.59	193,384.05	189,555.00
620 State Aid -- General	15,763,173.00	14,912,487.00	16,373,914.00
630 DPI Special Project Grants	111,695.30	95,066.84	55,304.00
640 Payments for Services	0.00	0.00	0.00
650 Student Achievement Guarantee in Education (SAGE Grant)	0.00	0.00	0.00
660 Other State Revenue Through Local Units	0.00	0.00	0.00
690 Other Revenue	2,403,934.11	2,357,753.71	2,318,428.00
Subtotal State Sources	18,494,513.00	17,558,691.60	18,937,201.00
Federal Sources			
710 Federal Aid - Categorical	17,211.00	17,541.00	0.00
720 Impact Aid	0.00	0.00	0.00
730 DPI Special Project Grants	282,876.43	568,844.37	1,695,112.00
750 IASA Grants	212,160.94	268,930.24	279,678.00
760 JTPA	0.00	0.00	0.00
770 Other Federal Revenue Through Local Units	732.94	741.61	0.00
780 Other Federal Revenue Through State	62,577.82	487,386.36	75,000.00
790 Other Federal Revenue - Direct	0.00	174,375.00	0.00
Subtotal Federal Sources	575,559.13	1,517,818.58	2,049,790.00
Other Financing Sources			
850 Reorganization Settlement	0.00	0.00	0.00
860 Compensation, Fixed Assets	500.00	47,715.05	0.00
870 Long-Term Obligations	0.00	0.00	0.00
Subtotal Other Financing Sources	500.00	47,715.05	0.00
Other Revenues			
960 Adjustments	7,124.79	10,468.38	6,000.00
970 Refund of Disbursement	155,882.89	80,099.79	55,000.00
980 Medical Service Reimbursement	0.00	0.00	0.00
990 Miscellaneous	10,626.17	16,221.68	5,000.00
Subtotal Other Revenues	173,633.85	106,789.85	66,000.00



BUDGET ADOPTION 2022-23

	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
TOTAL REVENUES & OTHER FINANCING SOURCES	39,429,195.13	40,854,500.26	40,983,021.00
EXPENDITURES & OTHER FINANCING USES			
<i>Instruction</i>			
110 000 Undifferentiated Curriculum	8,324,721.83	7,762,967.75	7,932,814.00
120 000 Regular Curriculum	7,969,304.15	8,382,983.02	8,914,015.00
130 000 Vocational Curriculum	799,173.90	884,038.76	883,270.00
140 000 Physical Curriculum	954,569.18	984,724.04	1,054,218.00
160 000 Co-Curricular Activities	617,648.87	724,852.10	696,938.00
170 000 Other Special Needs	17,045.57	73,740.10	116,577.00
Subtotal Instruction	18,682,463.50	18,813,305.77	19,597,832.00
<i>Support Sources</i>			
210 000 Pupil Services	1,073,814.42	1,189,708.24	1,151,669.00
220 000 Instructional Staff Services	1,943,484.02	2,336,249.73	2,680,226.00
230 000 General Administration	577,936.25	670,726.40	622,387.00
240 000 School Building Administration	1,693,806.43	1,725,966.88	1,841,131.00
250 000 Business Administration	5,733,436.31	6,168,774.34	6,087,510.00
260 000 Central Services	228,606.24	259,103.18	300,960.00
270 000 Insurance & Judgments	212,038.86	264,743.65	284,200.00
280 000 Debt Services	49,157.82	19,290.60	43,245.00
290 000 Other Support Services	1,345,907.62	849,988.57	1,110,761.00
Subtotal Support Sources	12,858,187.97	13,484,551.59	14,122,089.00
<i>Non-Program Transactions</i>			
410 000 Inter-fund Transfers	4,479,339.64	4,090,359.44	4,550,090.00
430 000 Instructional Service Payments	2,377,909.78	2,931,950.93	3,012,841.00
450 000 Post-Secondary Scholarship Expenditures	0.00	0.00	0.00
490 000 Other Non-Program Transactions	86,041.61	63,517.70	50,000.00
Subtotal Non-Program Transactions	6,943,291.03	7,085,828.07	7,612,931.00
TOTAL EXPENDITURES & OTHER FINANCING USES	38,483,942.50	39,383,685.43	41,332,852.00

SPECIAL PROJECT FUNDS (FUNDS 21, 23, 29)	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
900 000 Beginning Fund Balance	228,176.74	573,047.72	588,243.90
900 000 Ending Fund Balance	573,047.72	588,243.90	588,243.90
REVENUES & OTHER FINANCING SOURCES	572,558.40	725,880.93	0.00
100 000 Instruction	125,258.20	562,143.54	0.00
200 000 Support Services	61,929.22	116,516.41	0.00
400 000 Non-Program Transactions	40,500.00	32,024.80	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	227,687.42	710,684.75	0.00



BUDGET ADOPTION 2022-23

	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
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SPECIAL EDUCATION FUND (FUND 27)	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
900 000 Beginning Fund Balance	0.00	0.00	0.00
900 000 Ending Fund Balance	0.00	0.00	0.00
REVENUES & OTHER FINANCING SOURCES			
100 Transfers-in	4,071,219.24	3,990,359.44	4,550,090.00
<i>Other School Districts Within Wisconsin</i>			
310 Transit of Aids	5,484.09	5,996.27	6,200.00
Subtotal Other School Districts within Wisconsin	5,484.09	5,996.27	6,200.00
<i>Intermediate Sources</i>			
510 Transit of Aids	11,709.46	12,992.50	0.00
Subtotal Intermediate Sources	11,709.46	12,992.50	0.00
<i>State Sources</i>			
610 State Aid -- Categorical	1,422,503.00	1,573,393.00	1,665,000.00
620 State Aid -- General	3,652.00	81,749.00	0.00
630 DPI Special Project Grants	0.00	35,000.00	0.00
690 Other Revenue	19,000.00	13,389.95	0.00
Subtotal State Sources	1,445,155.00	1,703,531.95	1,665,000.00
730 DPI Special Project Grants	482,025.98	619,389.73	369,206.00
780 Other Federal Revenue Through State	144,761.90	209,152.81	210,000.00
Subtotal Federal Sources	626,787.88	828,542.54	579,206.00
990 Miscellaneous	2,051.44	12.50	0.00
Subtotal Other Revenues	2,051.44	12.50	0.00
TOTAL REVENUES & OTHER FINANCING SOURCES	6,162,407.11	6,541,435.20	6,800,496.00
EXPENDITURES & OTHER FINANCING USES			
150 000 Special Education Curriculum	4,697,725.28	4,933,745.26	5,359,399.00
Subtotal Instruction	4,697,725.28	4,933,745.26	5,359,399.00
<i>Support Sources</i>			
210 000 Pupil Services	662,314.87	685,386.78	728,236.00
220 000 Instructional Staff Services	293,102.48	302,259.68	293,861.00
250 000 Business Administration	246,095.75	374,050.53	323,000.00
260 000 Central Services	230.00	2,408.26	0.00
Subtotal Support Sources	1,201,743.10	1,364,105.25	1,345,097.00
430 000 Instructional Service Payments	223,044.58	211,744.94	96,000.00
490 000 Other Non-Program Transactions	39,894.15	31,839.75	0.00
Subtotal Non-Program Transactions	262,938.73	243,584.69	96,000.00
TOTAL EXPENDITURES & OTHER FINANCING USES	6,162,407.11	6,541,435.20	6,800,496.00

DEBT SERVICE FUND (FUNDS 38, 39)	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
900 000 Beginning Fund Balance	649,474.82	767,689.47	750,830.96
900 000 ENDING FUND BALANCES	767,689.47	750,830.96	970,441.96
TOTAL REVENUES & OTHER FINANCING SOURCES	16,394,683.54	1,761,368.83	1,710,169.00
281 000 Long-Term Capital Debt	1,936,468.89	1,778,227.34	1,490,558.00
282 000 Refinancing	14,340,000.00	0.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	16,276,468.89	1,778,227.34	1,490,558.00
842 000 INDEBTEDNESS, END OF YEAR	0.00	0.00	0.00

CAPITAL PROJECTS FUND (FUNDS 41, 46, 48, 49)	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
900 000 Beginning Fund Balance	20,005.35	395,028.16	495,915.92



BUDGET ADOPTION 2022-23

	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
900 000 Ending Fund Balance	395,028.16	495,915.92	495,915.92
TOTAL REVENUES & OTHER FINANCING SOURCES	375,022.81	100,887.76	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	0.00	0.00	0.00

FOOD SERVICE FUND (FUND 50)	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
900 000 Beginning Fund Balance	205,122.49	205,122.49	660,152.41
900 000 ENDING FUND BALANCE	205,122.49	660,152.41	660,152.41
TOTAL REVENUES & OTHER FINANCING SOURCES	1,367,465.74	2,089,836.18	1,611,300.00
200 000 Support Services	1,359,852.74	1,634,806.26	1,611,300.00
400 000 Non-Program Transactions	7,613.00	0.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	1,367,465.74	1,634,806.26	1,611,300.00

Total Expenditures and Other Financing Uses

ALL FUNDS	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
GROSS TOTAL EXPENDITURES -- ALL FUNDS	62,517,971.66	50,048,838.98	51,235,206.00
Interfund Transfers (Source 100) - ALL FUNDS	4,479,339.64	4,090,359.44	4,550,090.00
Refinancing Expenditures (FUND 30)	14,340,000.00	0.00	0.00
NET TOTAL EXPENDITURES -- ALL FUNDS	43,698,632.02	45,958,479.54	46,685,116.00
PERCENTAGE INCREASE – NET TOTAL FUND EXPENDITURES FROM PRIOR YEAR		5.17%	1.58%

PROPOSED PROPERTY TAX LEVY

FUND	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
General Fund	15,857,276.00	17,007,642.00	15,508,030.00
Referendum Debt Service Fund	1,761,100.00	1,760,489.00	1,709,169.00
Non-Referendum Debt Service Fund	211,000.00	0.00	0.00
TOTAL SCHOOL LEVY	17,829,376.00	18,768,131.00	17,217,199.00
PERCENTAGE INCREASE -- TOTAL LEVY FROM PRIOR YEAR		5.27%	-8.26%

Board Goals 2016-2023

Goal Area #1

College and Career Ready By

2022-2023:

- A. 100% of all seniors who indicate they are applying to a 4-year college or university will have a composite score of 23 or higher on the ACT college entrance test.
- B. 100% of all seniors who indicate they are applying to a 4-year college or university will have successfully completed one Advanced Placement (AP) exam with a score of 3 or higher.
- C. 90% of all seniors who take the ACT exam will achieve an individual composite score of 19 or higher.
- D. 95% of those juniors participating in the WorkKeys assessment will receive a Silver rating or higher.

Goal Area #2

State Assessment Achievement By

2022-2023:

- A. 80% of the students in grades 3-10 will meet or exceed the proficiency benchmark in all of the subject areas tested on the state assessments (Aspire, Forward and DLM)

Goal Area #3

Student Reading Goal

By 2022-2023:

- A. 100% of students taking the STAR exam in each cohort grades (3-8) will read at or above the score of Basic as measured on the STAR assessment.
- B. The number of students in each cohort grades (3-10) scoring at the 25%ile or lower on the STAR spring reading assessment will be reduced by 20% annually.
- C. The number of students in each cohort grades (3-10) scoring at the 85%ile on the STAR spring reading assessment will increase by 20% annually.

INITIATIVES FOR 2016-2023

1. A Professional Learning Community (PLC) culture will continue to be implemented, refined and fostered at all levels of the district.
2. Staff will implement curricula, instruction and assessment with fidelity.
3. Focus will be on educating the Whole Child.
4. Focus will be on students being college, career and life ready.

PROJECTS FOR 2016-2023

1. Teachers will work collaboratively, and interdependently assume responsibility for high levels of student learning at their grade/subject.
2. The District will implement the Wisconsin State Standards in Reading/Language Arts and Math in all grades.
3. District curricula in all subjects (other than ELA/Reading/Math) in all grades will be updated to reflect the latest content knowledge.
4. The District-wide assessment results will drive teacher instruction and student learning.
5. Resources will be aligned to the needs of the curriculum committees.
6. All schools will implement Results Driven Accountability (State requirement for special education to make and report progress in reading).
7. A plan will be developed and implemented that helps students understand the dynamics of our state assessments.
8. Support seminars will offer Professional Learning Community (PLC) training to teachers new to the district.
9. District staff will participate in PLC training as a way to strengthen their PLCs and their leadership skills.
10. Staff professional development will be job-embedded.
11. Additional time and resources will be provided to schools based on need.
12. The Educator Effectiveness process implemented with fidelity to meet with the goal of continuous individual improvement.
13. A more systematic way for students to pursue Career and Technical Education Career Clusters will be designed and implemented.
14. Student enrollment in Advanced Placement (AP) will increase.
15. Student participation in AP exams will increase.
16. Expanded opportunities will be made available for students to participate in service and leadership activities.
17. A system of instructional coaching will be implemented in PK-12.

**INITIATIVES FOR 2016-2023
EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022**

INITIATIVES FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

A Professional Learning Community (PLC) culture will continue to be implemented, refined, and fostered at all levels of the district.

2022 EOP

The district implemented daily common collaborative time for all.

Solution Tree consultant, Eric Twadell, coached the high school guiding coalition for four days over the course of the school year in the practices and processes of high functioning collaborative teams.

The high school restructured the roles and responsibilities of the OHS guiding coalition.

A district team, including teachers, administrators, specialists, coaches, and directors revisited and revised our Strategy Implementation Guide to better support the work of collaborative teams and individual building PLCs.

2021 EOP

The district organized to add common collaborative time to the beginning of all building schedules starting in 2021-22 school year.

All buildings deeply reviewed the purpose of the Guiding Coalition

The district created a position description for Guiding Coalition members and all buildings have an application process for new members to be added.

A district team, including teachers, administrators, specialists, coaches, and directors created a Strategy Implementation Guide to support the work of collaborative teams and individual building PLCs.

All buildings were trained over the summer in ICS Equity Framework. This relates to our PLC work because it allows us to examine, systematically, the aspects of our organization that were not built with equity in mind. All buildings are moving their staff through Cornerstone 1.

2020 EOP

Eagle Bluff Elementary Guiding Coalition worked with a PLC expert, Joe Cuddemi to bring into focus the practices and process of high functioning collaborative teams, healthy culture, and high levels of learning for all.

Guiding Coalitions in all buildings began work on examining the Rtl at Work Pyramid and identifying specific action steps to continue building high functioning collaborative teams and a culture of high levels of learning for all.

INITIATIVES FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

A Professional Learning Community (PLC) culture will continue to be implemented, refined, and fostered at all levels of the district.

2019 EOP

Eagle Bluff Elementary will be engaged in a year-long process to examine its PLC culture with the intent to create action steps leading to higher student achievement. As part of this elementary work, the principals at Irving Pertzsch and Northern Hills will become process observers to the work in order to bring back learning and prepare for future steps in their own buildings.

All new teaching staff members (16) are immersed in PLC foundations and the role each plays in their healthy collaborative team.

IP sent the principal and 4 staff members to PLC Institute in Minneapolis.

Onalaska Middle School was engaged in a year-long process to examine its PLC culture with the intent to create action steps leading to higher student achievement. Staff re-established Mission, Vision, and went through a process to build consensus towards collective commitments. All of this work resulted in recognition as a Model PLC.

2018 EOP

All five district schools have established PLC guiding coalitions to ensure healthy PLC cultures characterized by a focus on learning, results and a collaborative culture.

All new teaching staff members (22) are immersed in PLC foundations and the role each plays in their healthy collaborative team.

2017 EOP

District-wide PLC training is scheduled for the 2017-18 school year on the following topics:

- October 6 - PLC Foundations - Mission, Vision, Values and Goals
- November 27 - Four PLC Questions with focus on PLC Questions 1 and 2
 - #1 - What should students know and be able to do?
 - #2 - How will we know if they have learned?
- February 9 - Closing Achievement Gaps through PLC and RtI
 - #3 - How will we respond when students haven't learned?
 - #4 - How will we respond when they have learned?

INITIATIVES FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Staff will implement curricula, instruction and assessment with fidelity.

2022 EOP

Initiated the creation of Native American Curriculum, in particular, Ho-Chunk collaboration with members of the nation.

Organized 4th grade Hmong history and culture unit and field trip to HCCA.

All collaborative teams continued to refine assessments to ensure they are valid and reliable.

K-2 teachers implemented Heggerty, a phonemic awareness resource

A team of elementary teachers and specialists created a first draft scope and sequence in phonics for grades K-5.

30+ K-3 teachers, interventionists, ML teachers, and SpEd teachers received training in the Orton Gillingham Method to support phonics instruction.

High school English teachers and 8th grade ELA teachers participated in a book study and attended a day of learning by the book's author, Kelly Gallagher.

The CSI Literacy team identified four vertically aligned REAL standards to be unpacked and laddered throughout the next school year.

2021 EOP

The final group of K-5 teachers will be trained in Reader's Workshop framework.

The CSI Literacy Team has looked at new ELA standards and started to formulate a plan to roll them out to all staff and continue identifying and working with REAL standards.

A team of elementary teachers and specialists reviewed and chose a universal phonological awareness resource that will be rolled out starting in the 2021-22 school year.

A team rebuilt math acceleration criteria based on research surrounding the contents and requirements of the ACT test. It is now an approach based more heavily on standards as a means to recommend students for acceleration in middle school.

Continuation of Instructional Coaching for literacy and math.

INITIATIVES FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Staff will implement curricula, instruction and assessment with fidelity.

2020 EOP

All levels of ELA teachers K-12 continued to refine common formative and summative assessments and adjust REAL standards. Pacing guides were rolled out and followed; adjustments were made as a result of the closure and the virtual start to the year.

A Social Studies elementary team was created and they started the process of identifying essential learning outcomes, unpacking those standards, creating and pacing targets.

All buildings implemented the Rtl at Work Pyramid as an assessment tool of which PLC practices and processes are in place and which need to be emphasized. Each guiding coalition spent time with this building-level assessment and were able to identify celebrations and needs to improve their overall system.

The World Languages CSI team were trained in the Modified Oral Proficiency Interview which is a method of performance-based assessment. All teachers have continued curriculum development for the program; they have also continued developing assessments.

IP, NH, EB continued to work on the development of REAL standards. An Elementary ELA leadership team was created and they led much of the work at the building levels supported by our instructional coach as well as our district literacy specialist.

IP, NH, EB rolled out the new copyright of our math program, Math Expressions, with a renewed focus on Math Practice Standards as well as a heavier emphasis on data analysis throughout each unit. The math coach held Math Focus Meetings with all grade level teams at all buildings prior to the start of each unit of instruction.

OHS US History teachers worked on the development of essential learning outcomes and curriculum mapping based on new Social Studies Standards. They continue to identify the best methods of assessment to drive instruction.

6-12 Math Leaders revisited and refined our methods of acceleration for students entering middle school. We tightened up our methods of identifying students for accelerated learning and end of grade-level assessments that are based on the most essential learning.

INITIATIVES FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Staff will implement curricula, instruction and assessment with fidelity.

2019 EOP

All levels of ELA teachers K-12 refined common formative and summative assessments based on the REAL standards; these are meant to measure student attainment of the learning targets that lead to proficiency on these standards as well as the instructional strategies to help all students reach proficiency. These teachers are also in the process of creating related pacing guides.

Continued professional development for AP teachers through workshops, AP conferences, as well as AP visits.

IP, NH, EB continued to work on REAL standards, meeting about monthly with our district literacy specialist. All grade levels developed pacing guides and added supporting standards to each module. All teachers have completed Writers Workshop and are beginning to take Readers Workshop.

OMS - Redefined the role of Guiding Coalition to monitor the Work of Collaborative Teams which is the process that produces evidence of the PLC Process through collection of artifacts from each collaborative team.

2018 EOP

All levels of ELA teachers K-12 refined priority standards to identify those which provided Readiness, Endurance, Assessed (either on state or national exams) or provided Leverage for future learning. These standards are now called R.E.A.L. standards. The action steps for 2018-19 are to develop formative assessments to measure student attainment of the learning targets that lead to proficiency on these standards as well as the instructional strategies to help all students reach proficiency.

Other subject areas will be identifying REAL standards in their respective areas.

2017 EOP

All teachers who teach ELA in the district are continuing to refine priority standards and focus on five of the most critical standards that provide readiness, endurance and leverage for future learning as well as those that are assessed on state assessments. These standards will represent the beginning of our guaranteed and viable ELA curriculum and will also be the focus of PLC learning for teachers throughout the 2018-19 school year.

The CSI (Continuous School Improvement) process continues to be improved to help facilitate better use of year-end data and better communication of the needs of each curricular area in the areas of curriculum development, assessment creation and informed instruction. The cycle of reporting is changing from September through May of any given school year to January through December. This change allows for better communication regarding budgetary, professional development and staffing needs as well as evidence of goal attainment from year-end assessments.

INITIATIVES FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Focus will be on educating the Whole Child.

2022 EOP

Our district created a curriculum project that will build a foundation of Social Emotional Learning for students in grades K-5.

We administered a student perception survey to students exiting 5th, 8th, 12th grade and distributed the results widely.

2021 EOP

Our district piloted a Social Emotional Learning screener called SAEBRS (Social, Academic, Emotional Behavior Risk Screener) to a select group of students. This allows us to cast a wider net for SEL support of students and be able to provide assistance where needed.

Our buildings continue studying Ross Greene and practices around digging deep with student behaviors using the ALSUP (Assessment of Lagging Skills and Unsolved Problems) method of identifying the reasons behind behaviors that students exhibit in order to prepare for him to join us in October.

Our district and building mental health committees continue to develop our system of mental health services for students including expanding our Student Assistance Program, increasing professional development around mental health, implementing a general SEL curriculum, developing a pathway to mental health services for families and partnering with various community programs and initiatives that will benefit our students and families.

Northern Hills sent a team to be trained in Zones of Regulation as an additional resource for Social Emotional Learning, in addition to Second Step and Character Strong.

Onalaska High School implemented universal practices for attention and anxiety led by Rikki Kazda and shared at staff meetings.

2020 EOP

Elementary school counselors began revising their scope/sequence of their curriculum in light of the ASCA standards update and DPI's SEL competencies.

Eagle Bluff began implementation of the Second Step curriculum for Social Emotional Learning (SEL) in Pre-K through 5th grade. Northern Hills continued using Second Step while Irving Pertzsch followed Zones of Regulation.

INITIATIVES FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Focus will be on educating the Whole Child.

2019 EOP

Development of a second level of the Principles of Leadership Course - Leadership Connections. Every student who takes the class will be assigned a mentor from the community.

Character Strong PD was strengthened at the high school.

Homeroom implementation at OHS with a focus on developing positive peer and adult relationships as well as universal instruction in areas such as mental health, physical health, etc.

NH - we will continue our work with Second Step. We have added Character Strong Elementary to our SEL work for this school year.

IP continued to use Zones of Regulation tools and lessons building wide. Focus on weekly tools. 1st grade taught Social Thinking curriculum grade-wide in small groups. Book Study continued for Lost at School. Training and ongoing conversations about trauma informed care.

OMS - Implementation of Character Strong lessons into TA curriculum. More structured RtI response to students' social/emotional needs through our TAPS Referral Process.

2018 EOP

Over 40 teachers were trained in the Character Strong leadership development course. More will participate in a training scheduled for October 2018. The staff members from all five schools have received training in trauma-informed care and ACES (Adverse Childhood Experiences). This training helps support our staff members as they work with students who come from increasing difficult situations.

IP and NH are implementing new programs that promote social/emotional learning as now required by the DPI.

INITIATIVES FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Focus will be on educating the Whole Child.

2017 EOP

Onalaska is part of the Coulee Region Whole Child Initiative - now "Character Lives" - that is focusing on servant leadership and leadership development.

A Principles of Leadership course was approved for OHS for the 2017-18 school year. 89 students have signed up for this one-semester course in this first year.

John Norlin, founder of the Character Strong curriculum that is used in the Principles of Leadership course, spoke to the entire OHS staff and student body on September 21 about the importance of servant leadership and personal connection, and how each person can make a huge difference in their family, their school and their community.

Middle school students have the Character Strong curriculum for middle school woven into their daily Teacher Advisory time.

INITIATIVES FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Focus will be on students being college, career and life ready.

2022 EOP

We added a College-Level Examination Program (CLEP) for College Algebra.

Coordinated evening tours at Western for parents and students together in programs with high labor demand as well as apprenticeship programs.

2021 EOP

OHS - The Class of 2021 earned the equivalent of 1098 credits by earning 3+ scores on AP exams

2020 EOP

OHS - The Class of 2020 earned the equivalent of 1,088 college credits through AP programming and \$76,836 of Western Credit through transcribed courses offered at the high school.

Four members of the class of 2020 chose to continue in the Project Search Program, a job coaching and training program.

All OHS teachers toured UWL and learned from the college about their admission requirements and areas of concern from incoming freshmen.

INITIATIVES FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Focus will be on students being college, career and life ready.

2019 EOP

OHS - The Class of 2019 earned the equivalent of 1200 college credits through AP programming and \$60,782 of Western Credit through transcribed courses offered at the high school.

All OHS teachers toured Western Technical College and learned about the degree/diploma/certificate program and supports available for students.

Business of the month lunches at OHS focused around career clusters (health, manufacturing, etc.) that brought interested students together with industry representatives.

Increased student participation in the Automotive, Health Science, Manufacturing and IT academies.

OMS - All students participate in 10 or more lessons to learn more about themselves, how they learn, what they like to do, and what they might like to explore as potential career pathways in the future.

8th grade students participate in multiple career exploration days as well as a REAL Game simulation at the end of the year.

During the summer of 2019, lessons were redesigned to use the new platform, Xello.

**PROJECTS FOR 2016-2023
EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022**

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Teachers will work collaboratively, and interdependently assume responsibility for high levels of student learning at their grade/subject.

2022 EOP

Multilingual teachers worked together to make connections between the ELA REAL standards and the WIDA standards.

Elementary teachers created intentional and explicit lessons for their Interactive Read Alouds.

A team of elementary teachers and specialists create first draft scope and sequence of phonics for grades K-5.

6th grade math team collected assessment data and collaborated around that information to address gaps and guide instruction.

OMS math teams participated in a Math Boot Camp to revisit essential standards and create a plan for implementation of a new program for next school year.

2021 EOP

Teachers analyzed the REAL Standards to determine the Super-Essential standards to focus their work around during the pandemic, through the Flash Back/Flash Forward Protocol.

Common collaborative time for teams across the district was vetted and worked into the schedule for next school year.

2020 EOP

Each building Guiding Coalition continued to practice distributed leadership at each level. Our admin collaborative team, the guiding coalition for the district, started to parallel its learning around how each building continues to function effectively as a PLC.

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Teachers will work collaboratively, and interdependently assume responsibility for high levels of student learning at their grade/subject.

2019 EOP

PLC Guiding Coalitions continue to refine their role and lead their prospective schools forward in PLC practices and processes.

2018 EOP

Building PLC guiding coalitions will champion this continued project.

2017 EOP

The district-wide PLC training in 2017-18 will focus on the collaborative work of teachers to ensure high levels of learning for their students.

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

The District will implement the Wisconsin State Standards in Reading/Language Arts and Math in all grades.

2022 EOP

We implemented a new phonological awareness resource in K-2.

All teams continuously revisit their essentials in the areas of math and ELA.

2021 EOP

Foundational reading was our focus this year, and we discovered that we needed a more universal approach to teaching the foundational elements of reading.

2020 EOP

New standards for ELA were released. 2020-21 will be a year of self-study for the ELA teachers and Literacy CSI as we determine the best course for incorporating the new standards into our curriculum and assessments.

Our literacy and math instructional coaches dove deeply into the standards with our K-5 teachers, focusing instruction and assessment on the unpacked standards to positively impact student learning.

2019 EOP

An Elementary District-Wide ELA committee was convened with representation from all elementary schools and grade levels. This team will help to continue the REAL work as it relates to the Wisconsin State Standards in Reading/Language Arts. Implementation shifted from identifying REAL standards to assessing and responding to student proficiency of those standards.

The district Math Coach has been involved with many K-5 teachers in student-centered coaching cycles, the bulk of which is centered around the Wisconsin Math Standards.

2017 & 2018 EOP

Revision continues to happen in these subjects for all grade levels. Emphasis is on continual adult learning around the standards and professional development in the area of assessment practices that give feedback to teachers and students about their learning.

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

District curricula in all subjects (other than ELA/Reading/Math) in all grades will be updated to reflect the latest content knowledge.

2022 EOP

Continuous School Improvement leaders worked with each of their content area teams to revise, refine, and create necessary curriculum.

2021 EOP

All teams and teachers worked to create virtual curriculum and delivery to students throughout this year of transition.

2020 EOP

CSI Teams have been asked to update curriculum posted on the district website and to create a plan to incorporate new standards released by the state. All CSI teams focus their work on the 4 PLC questions as well as on the work of collaborative teams in a PLC.

2019 EOP

CSI Teams continue to be updated and given time to respond to the 4 questions as they focus on the needs of their content areas.

2018 EOP

Where applicable, each curricular area will be represented by an elementary, middle and high school representative so that the work better represents a K-12 focus and has better vertical articulation.

2017 EOP

The CSI (Continuous School Improvement) process continues to be improved to help facilitate better use of year-end data and better communication of the needs of each curricular area in the areas of curriculum development, assessment creation informed instruction. The cycle of reporting is changing from September through May of any given school year to January through December. This change allows for better communication regarding budgetary, professional development and staffing needs as well as evidence of goal attainment from year-end assessments.

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

The District-wide assessment results will drive teacher instruction and student learning.

2022 EOP

We continue to refine our processes for distributing assessment results to teachers to include math spreadsheets that are standard specific for all middle school math courses.

REAL Summative Assessments results were collected via PowerSchool, EduClimber, and/or Spreadsheets in order for teachers to have access to those results in the area of ELA.

2021 EOP

REAL assessments were broken down into targets and data was delivered to all buildings in ELA.

K-5 math unit assessments were itemized and recorded for teams to reflect and react in the moment to students needs.

2020 EOP

The work of collaborative teams continued to focus on formative assessment as a driver of the next steps for instruction. eduCLIMBER is part of the work, and the refinement and creation of assessments that are aligned with discrete targets is vital to collecting and being able to analyze the results.

2019 EOP

Third-year implementation of eduCLIMBER will involve greater use of the tool to track PBIS (Positive Behavior, Intervention, and Supports) data as well as the assessment data for the REAL standards. As we continue to use the platform, we continue to refine it to meet our needs.

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

The District-wide assessment results will drive teacher instruction and student learning.

2018 EOP

Second-year implementation of eduCLIMBER will involve greater use of the tool to track PBIS (Positive Behavior, Intervention, and Supports) data as well as the assessment data for the REAL standards.

2017 EOP

The district will be implementing the use of a new data management software this year called eduCLIMBER. This tool will give teachers more timely information about student learning that will allow them to better respond instructionally.

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Resources will be aligned to the needs of the curriculum committees.

2022 EOP

We sent elementary teachers and specialists to the Orton Gillingham training throughout the spring and summer and are purchasing materials that will help them execute the curriculum in their classrooms.

We updated the copyright of our math program in the middle school to better address rigor and enrichment in all math classrooms.

2021 EOP

Phonological Awareness materials purchased and a core team was trained and prepared to rollout to all K-2 teachers.

2020 EOP

CSI Teams worked together to recommend and implement resources that support curriculum delivery in the classroom. The elementary Social Studies team also began reviewing resources to be rolled out to support the newly developed curriculum.

2019 EOP

Content area teams will continue to be supported at the recommendation of the representative CSI team leaders.

2017 EOP

The CSI (Continuous School Improvement) process continues to be improved to help facilitate better use of year-end data and better communication of the needs of each curricular area in the areas of curriculum development, assessment creation and informed instruction. The cycle of reporting is changing from September through May of any given school year to January through December. This change allows for better communication regarding budgetary, professional development and staffing needs as well as evidence of goal attainment from year-end assessments.

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

District staff will participate in PLC training as a way to strengthen their PLCs and their leadership skills.

2022 EOP

The Strategy Implementation Guide was revisited and revised to become a better tool that all staff can use in their collaborative teams.

2021 EOP

A Strategy Implementation Guide was developed by a district team; all buildings are preparing to roll it out to staff with their Guiding Coalitions leading that work.

2020 EOP

Eagle Bluff Elementary worked with Joe Cuddemi to continue the examination of PLC culture, practices, and processes.

2019 EOP

Eagle Bluff Elementary will be engaged in a year-long process to examine its PLC culture with the intent to create action steps leading to higher student achievement. As part of this elementary work, the principals at Irving Pertzsch and Northern Hills will become process observers to the work in order to bring back learning and prepare for future steps in their own buildings.

All new teaching staff members (21) are immersed in PLC foundations and the role each plays in their healthy collaborative team.

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

District staff will participate in PLC training as a way to strengthen their PLCs and their leadership skills.

2018 EOP

All five district schools have established PLC guiding coalitions to ensure healthy PLC cultures characterized by a focus on learning, results and a collaborative culture.

Onalaska Middle School will be engaged in a year-long process to examine its PLC culture with the intent to create action steps leading to higher student achievement.

All new teaching staff members (22) are immersed in PLC foundations and the role each plays in their healthy collaborative team.

2017 EOP

District-wide PLC training is scheduled for the 2017-18 school year on the following topics:

- October 6 - PLC Foundations - Mission, Vision, Values and Goals
- November 27 - Four PLC Questions with focus on PLC Questions 1 and 2
 - #1 - What should students know and be able to do?
 - #2 - How will we know if they have learned?
- February 9 - Closing Achievement Gaps through PLC and RtI
 - #3 - How will we respond when students haven't learned?
 - #4 - How will we respond when they have learned?

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Support seminars will offer Professional Learning Community (PLC) training to teachers new to the district.

2022 EOP

We provided this training to new teachers and included other concentrations surrounding equity and behavior as necessary focus points.

2021 EOP

We moved support of teachers into a completely virtual format this year and helped to support new teachers in understanding a PLC and who they are as collaborative team members.

2020 EOP

New educators to the district participated in an extended orientation prior to the start of the year which then leads to support seminars that are meant to create meaningful learning surrounding our PLC and their role in each of their collaborative teams.

2019 EOP

Support Seminars continue to be based around PLC training and understanding of practices.

2018 EOP

Continuing for 2018 with additional training for trauma-informed care, ACEs, and social-emotional learning.

2017 EOP

New teachers will be involved in four new teacher support seminars that focus on the foundations of PLC collaboration. They will also be involved in the three day-long PLC workshops with all teaching staff during the 2017-18 school year.

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Staff professional development will be job-embedded.

2022 EOP

We have added a behavior coach for the district that will provide job-embedded behavioral training to staff members in response to student behaviors.

2021 EOP

Kelly Gallagher worked with all ELA teachers in OHS and OMS at the beginning of summer.

All buildings created a team to participate in ICS Equity Framework training.

2020 EOP

Collaborative teams continued to be the source of the most meaningful professional development teachers participate in. K-5 teachers continue to sign up for formal and informal coaching cycles with our math and literacy coaches.

2019 EOP

Much of the job-embedded professional development continues to happen in collaborative teams. K-5 teachers have also signed up for 6-week coaching cycles with a math and literacy coach. The student-centered coaching model centers around professional development.

2017 & 2018 EOP

The priority standards work in ELA will be completely job-embedded into their PLC collaboration.

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

The Educator Effectiveness process implemented with fidelity to meet with the goal of continuous individual improvement.

2022 EOP

We revisited our vision of Educator Effectiveness and worked through the summer to roll out a new evaluation system to certified staff. It focuses on essentials and will be a more beneficial system to provide timely and actionable feedback.

2021 EOP

EE was accomplished through a very challenging year of many transitions. Our admin team conducted a group calibration session where we had productive conversations surrounding evidence, observation, and feedback provided to teachers.

2020 EOP

EE was accomplished though we were distance-learning starting in March for the remainder of the year. New teachers to EE will be trained and supported in their first year with the district.

2019 EOP

NH - bringing back EE workshops: Three times a year, all staff can meet with me to review the process at critical times - SLO, PPG, uploading artifacts in a workshop format.

2018 EOP

Teachers had the opportunity to provide feedback on the Educator Effectiveness system at the end of the 2017-18 school year. Evaluators were supplied with the survey feedback and created goals to improve their practice as well as the practice of teachers in using the system to be a better tool for continuous school improvement.

2017 EOP

The district continues to ensure that all evaluators who use the Educator Effectiveness system are properly certified to do so. The district also provides Educator Effectiveness coaches to assist teachers who are new to the process.

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

A more systematic way for students to pursue Career and Technical Education Career Clusters will be designed and implemented.

2021 & 2022 EOP

There were some shifts in the utilization of academies because of the nature of the year but the academies continue to be well utilized by our students who have high interest in those specific areas.

2020 EOP

Academies continued to be well utilized by our students who have high interest in those areas. Teachers continued to refine their pathways throughout the district that lead to eventual post-secondary plans or careers.

2019 EOP

Expansion of IT academy through western, advanced manufacturing. Career Days throughout the year in the MS; Game of Life engagement for students.

2018 EOP

Two partnerships were added for the 2018-19 school year to give students the opportunity to reach their ACP goals. An agricultural partnership was reached with Holmen High School. A dual-credit partnership was reached with Viterbo University for the Onalaska Teacher Education Academy. OHS students interested in teaching as a possible career take the two-credit Introduction to Education course on the OHS campus and earn high school and college credit at the same time.

2017 EOP

ACP (Academic and Career Planning) curriculum was developed to help students have more information about options in CTE. Students also use a platform called "Career Cruising" to explore and plan for careers in this area.

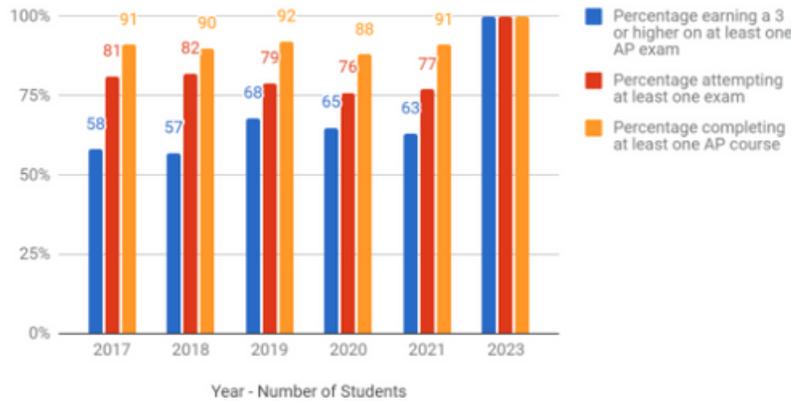
PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Student enrollment in Advanced Placement (AP) will increase.

2021 EOP

Percentage of seniors completing at least one AP exam with a score of 3 or higher



Of the 140 graduates going directly to a 4-year university...

63% scored a 3 or higher on at least one AP exam

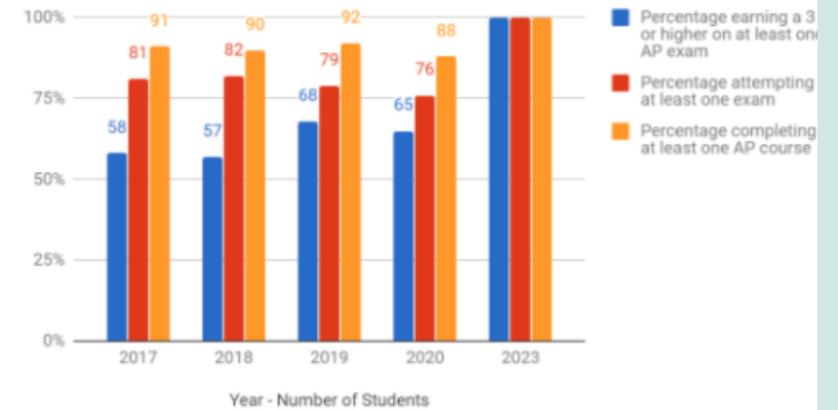
77% attempted at least one AP exam

91% successfully completed at least one AP course

The Class of 2021 earned the equivalent of 1098 credits by earning 3+ scores on AP exams

2020 EOP

Percentage of seniors completing at least one AP exam with a score of 3 or higher



Of the 113 graduates going directly to a 4-year university...

65% scored a 3 or higher on at least one AP exam

76% attempted at least one AP exam

88% successfully completed at least one AP course

The Class of 2020 earned the equivalent of 1088 credits by earning 3+ scores on AP exams

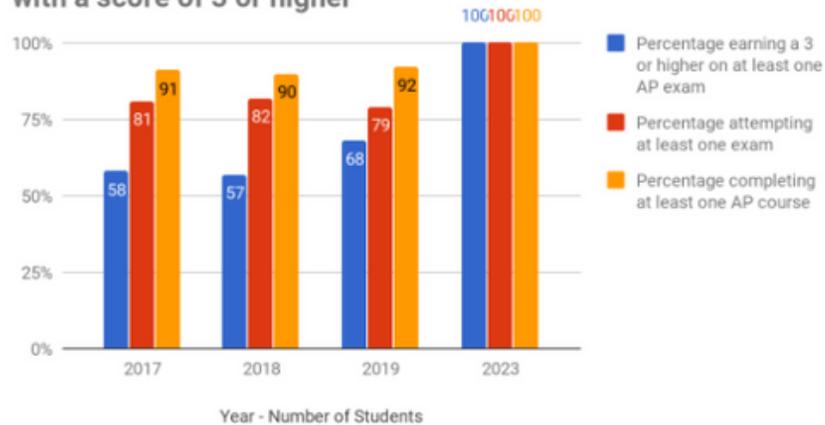
PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Student enrollment in Advanced Placement (AP) will increase.

2019 EOP

Percentage of seniors completing at least one AP exam with a score of 3 or higher

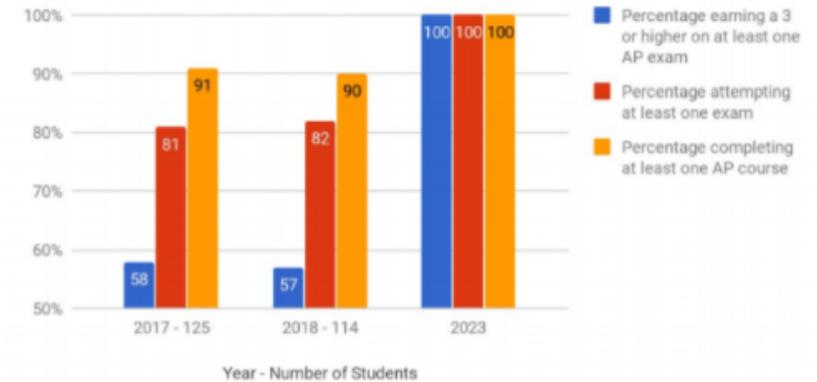


The Class of 2019 earned the equivalent of 1200 credits by earning 3+ scores on AP exams

Of the 102 graduates going directly to a 4-year university...
 68% scored a 3 or higher on at least one AP exam
 79% attempted at least one AP exam
 92% successfully completed at least one AP course

2018 EOP

Percentage of seniors completing at least one AP exam with a score of 3 or higher



The Class of 2018 earned the equivalent of 645 credits by earning 3+ scores on AP exams

2018 EoP – Of the graduates going directly to a 4-year university...
 58% scored a 3 or higher on at least one AP exam
 81% attempted at least one AP exam
 91% successfully completed at least one AP course

2017 EOP

Of the graduates going directly to a 4-year university...

58% scored a 3 or higher on at least one AP exam
 81% attempted at least one AP exam
 91% successfully completed at least one AP course

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Student participation in AP exams will increase.

2022 EOP

Longitudinal AP Exam Scores - Numbers and Percentages of Students

		<i>Number of Exams by AP Exam Score</i>				
Year	Total Exams	1	2	3	4	5
2022	419	31	100	110	100	78
2021	412	48	99	123	92	50
2020	484	43	112	142	125	62
2019	487	34	98	150	120	85
2018	362	45	64	102	73	78
2017	369	38	82	115	75	59
2016	355	27	86	104	88	50
2015	320	23	76	95	79	47
2014	216	3	56	57	62	38
2013	159	8	18	44	50	39
2012	143	14	29	52	22	25
2011	156	8	30	49	34	35

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Expanded opportunities will be made available for students to participate in service and leadership activities.

2022 EOP

Students in grades 3 through 5 were invited to participate in enrichment activities at all elementary schools surrounding leadership development. We had a record number of students participate and complete the program lead by our enrichment interventionist.

2021 EOP

OHS-Proactive Coaching speaker Rob Miller presented to OHS Athletes and Parents to discuss ideas of how to perform in the community along with the playing field or court.

2020 EOP

OHS - All students in the advanced leadership class were partnered with an adult mentor for the community.

OHS Athletes participated in Leaders in Action program to discuss strategies for effective leadership throughout the year.

The More than an Athlete program, which focuses on skills and strategies for success both in the classroom and on the playing field, was introduced to high school athletes.

2018 & 2019 EOP

The Global Leadership Certificate program encourages students to seek the certificate that requires service activities.

The Principles of Leadership class at OHS immersed participating students in activities that promoted servant leadership at school, at home and in the community.

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

A system of instructional coaching will be implemented in PK-12.

2022 EOP

We are expanding instructional coaching for next school year to include 6th grade at OMS.

We added a behavior specialist/coach who will work with staff in support of student behaviors.

2021 EOP

We updated our Induction Handbook to include language that requires new to the district K-5 teachers to take part in a coaching cycle for ELA and Math during their first year with the district.

2019 & 2020 EOP

The instructional coaching roles have both changed to K-5 as a grade span; it is now a requirement that every new teacher be coached in ELA and Mathematics once during their first two years as a probationary teacher. It is also a requirement that every staff member participate in at least one formal coaching cycle during the course of their 3 year EE cycle starting with Supporting Year 1.

2018 EOP

A K-8 instructional coach for mathematics was added for the 2018-19 school year. Both the math and literacy coach employ a student-centered approach to instructional coaching. Both attended coaching training in August 2018.

2017 EOP

An instructional coach for K-2 literacy just began her work on September 1, 2017.

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

All schools will implement Results Driven Accountability (State requirement for special education to make and report progress in reading).

EOP

During the 2021-22 school year the district will complete the special education procedural compliance self assessment. RDA is part of the accountability system of the self assessment and will focus on reporting progress specifically in reading of our students with disabilities.

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

A plan will be developed and implemented that helps students understand the dynamics of our state assessments.

EOP

We continued to involve students in state assessments with regard to standards assessed, practice items released, as well as test taking strategies that are specific to each assessment.

PROJECTS FOR 2016-2023

EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2022

Additional time and resources will be provided to schools based on need.

EOP

The revised CSI process will ensure better provision of resources and professional development time based on need.