SHEBOYGAN AREA
SCHOOL DISTRICT

# BOARD OF EDUCATION

Sheboygan Area School District
Sheboygan, Wisconsin
**SPECIAL SESSION**
**June 10, 2025**
**5:30 p.m.**
BOARD ROOM

A Special Session of the Board of Education will be held on Tuesday, June 10, 2025 at 5:30 p.m. in the Board of Education Meeting Room, Administrative Services Building, 3330 Stahl Road, Sheboygan, WI. The following items will be presented for consideration:

Please note that some Board members may be participating in this Board meeting via teleconference or other remote access technology. Members of the public who attend the meeting will be able to hear any open session dialogue between such members and the Board members present in the Boardroom. In addition, the District is offering audio and video access to the meeting via livestream https://www.youtube.com/user/SheboyganSchools at the scheduled meeting time.

I. Call to Order

II. Pledge of Allegiance

III. Roll Call (Informal)

IV. Approval of Agenda (Action)

V. National Speech and Debate Association 100th National Tournament Fieldtrip – Ms. Rachel Ledezma (Information/Action)

Administration recommends the approval of South High School students to travel to Des Moines, Iowa, June 14-21, 2025, to participate in the National Speech and Debate Association 100th National Tournament, as per Policy 2340.

VI. 2025-2026 Administrative and Support Staff Salary Increases – Mr. Mark Boehlke/Dr. Jacob Konrath/Ms. Jami Hintz (Discussion/Possible Action)

Administration is recommending a 2.95% salary increase for administrative and support staff effective July 1, 2025. This cost is included in the draft 2025-2026 preliminary budget that was presented to the Board in April and May.

VII. 2024-2025 Strategic (Long-Range) Plan Quarterly Review – Dr. Jacob Konrath/Mr. Mark Boehlke/Ms. Jami Hintz/Ms. Rachel Ledezma (Information/Discussion)

VIII. Year-End Review – Dr. Jacob Konrath (Information)

IX. Review Updated and/or Recommended Objectives/Goals for the Strategic (Long-Range) Plan for 2025-2026 – Dr. Jacob Konrath/Mr. Mark Boehlke/Ms. Jami Hintz/Ms. Rachel Ledezma (Discussion/Possible Action)

X. Other Items for Discussion (Information/Discussion/Possible Action)

1. Cell Phone Usage – Ms. Mary Lynne Donohue

XI. Adjourn to Closed Session Pursuant to Wisconsin State Statute Sections 19.85(1)(c) (Action with roll call vote) – To discuss the annual performance evaluation of the Superintendent in accordance with Policy 1240 - To discuss the employment contract of the Superintendent of Schools.

XII. Reconvene to Open Session (Action)

XIII. Adjourn (Action)



Jacob Konrath, Ph.D.
Superintendent & Secretary of the Board

JK:jjh

Please note that the special needs of individuals with disabilities, who wish to attend the meeting, will be accommodated through appropriate aids and services. For additional information, or to request assistance, please contact Assistant Superintendent Mark Boehlke, at the Department of Business and Operational Services, 3330 Stahl Road, Sheboygan, WI 53081, 920-459-3955.

# EXTENDED TRAVEL, REGIONAL/NATIONAL COMPETITION, AND/OR INTERNATIONAL FIELD TRIP PRE-APPROVAL FORM

1. Name of Group: Debate
2. Date of Application: May 4, 2025
3. Person Making Application: David Henning, Debate Coach
4. School: South High School

5. Proposed Event: National Speech and Debate Association 100th National Tournament
6. Destination: Des Moines, Iowa
7. Dates of Travel: June 14-21, 2025
8. Purpose: Nationals Debate Tournament Competition
9. # of students (estimate): 1
10. # of chaperones: 1

11. Is this field trip a regional/national competition? [X] Yes [ ] No
12. If yes, what are the qualifying criteria for participation? Student must win the tournament in order to participate. Student (Charles Hamm) was first alternate, the champion is going in a different event, so Charlie gets the spot.

13. Estimated Costs

Use the appropriate worksheet to calculate the cost of the trip. Use the results from the worksheet to complete the section below. The worksheet must be submitted along with this form to the Assistant Superintendent Student & Instructional Services.

A. Total Cost of Trip

| | |
|---|---|
| # of Students | 1 |
| Cost Per Student | 1571 |
| **Total for all Students** | 1571 |

| | |
|---|---|
| # of Chaperones | 1 |
| Cost Per Chaperone | 1421 |
| **Total for All Chaperones** | 1421 |

| | |
|---|---|
| **Total Cost of Trip** | 2992 |

B. Cost by Funding Source

| **Source** | | | **Total** |
|---|---|---|---|
| Students | ($ | each | |
| Chaperones | ($ | each | |
| Student Group/Fundraising | | | |
| Grants | | | |
| Building Funds | | | If available |
| District/Central Admin Funds | | | 997 |
| Other – Team Budget, Saved Fundraising Money and Parental Fundraising/Contribution | | | 1995 |
| **Total Cost of Trip** | | | 2992 |

Continued on next page . . .

# EXTENDED TRAVEL, REGIONAL/NATIONAL COMPETITION, AND/OR INTERNATIONAL FIELD TRIP PRE-APPROVAL FORM

**Guidelines:**
If the field trip meets any of the following criteria, complete this form along with the Estimated Costs Worksheet and route them for approval.

- Over 300 miles round trip
- Includes an overnight stay
- More than 24 hours
- Is a regional or national competition

**Deadlines for Approval:**
SASD policy requires the Board of Education be informed of all Extended Travel and approve all travel for Regional/National Competitions and International Travel before the trip takes place.

To meet these requirements, please follow these deadlines:

- Identify the date of a Curriculum & Instruction (C&I) meeting that occurs at least 4 weeks before the field trip's departure date.
- The forms must be completed and routed at least 2 weeks before that C&I meeting.
- C&I meetings occur on the second Tuesday of each month.

**Routing Instructions:**
- Advisor: Email this form and the Estimated Costs Worksheet to your principal, copying the principal's secretary and the secretary for the Assistant Superintendent of Student & Instructional Services, Pam Warriner. Include a brief message in the email stating, "I recommend this field trip."
- Principal: Review the information. If you recommend the field trip, FORWARD the email to the secretary for the Assistant Superintendent of Student & Instructional Services, Pam Warriner. Include a brief message in the email stating, "I recommend this field trip."
- Assistant Superintendent's Secretary, S&I: Review the documents and prepare hard copies for signatures from all remaining approvers.
- Superintendent's Secretary: When all approvals have been attained, email the advisor that the field trip may take place.

**Questions? Need help with formatting?**
- Call the secretary for the Assistant Superintendent – Student & Instructional Services, Pam Warriner, at 459-3781.

14. Use the space below to answer the following questions. Do not submit additional pages. The space below will expand to fit your needs.

| | |
|---|---|
| a. | What activities will the students be engaged in while on the trip?<br><br>Practice, research, and up to 5 days of debate competition. Students will debate a minimum of 6 and maximum of 16 debates (depending on performance) over 5 days. |
| b. | How will students demonstrate their learning from this experience? (Please describe specific activities that will take place after the field trip.)<br><br>Students will compete against the best debaters in the nation. This tournament will provide the opportunity to learn where they rate compared to those debaters. Success is determined through win/loss record and speaker points.<br><br>Students learn after each debate--decisions are explained by judges and students consult coaches about that debate and prep for the next debate. After the tournament, coaches and students sit down to read judges' written ballots and evaluate strategies and evidence for use at the next tournament or future debate activity. Students also learn about argumentation strategy and research, both of which are helpful to students for college and the workplace.<br><br>South/Etude's debater is Charles (Charlie) Hamm. Participation at this tournament will give Charlie invaluable in-round education, exposure to the best debaters in the US, and improved confidence in their debate and language skills. Upon our return from Nationals, Charlie will discuss his debate experiences with students who have expressed an interest in joining the debate team next year. His experience in debate overall and in this tournament may also help persuade students from the entire SASD to join debate.<br><br>As a final note, Charlie's participation at this tournament marks the first time since 2013-2014 that a Sheboygan debater has qualified for this tournament, and the first time since 1988 that a South debater has so qualified. |
| c. | How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities?<br><br>The coach gets the opportunity to judge at least ten high-quality national circuit debate rounds. Coach Henning is in the pool for the national championship final round. Judging good rounds helps judges stay current, hear different arguments and strategies, hear new evidence, and announce decisions and answer questions from the debaters. This experience can only be gained at a national tournament. This tournament is also an excellent opportunity for coaches to network with debate coaches from all over the nation, which is helpful in future debate seasons. |
| d. | Who will the chaperones be and how were they selected?<br><br>South High Debate Coach David Henning. Henning has been at South for 15 years. Schools are obligated to provide one qualified judge for each student debater. Only experienced and qualified debate judges are permitted to judge at this tournament (Henning has judged for more than 40 years and judged 2,600 debate rounds in his career). Judges must also pass certification exams for this tournament. Each judge is obligated to judge at least ten rounds at the tournament. |

15. Verify that the appropriate documentation will be provided for this field trip.

a. The school's extended travel rules and a detailed itinerary will be provided to each student and parent/guardian before the trip. X Yes ___ No

b. Parents/guardians will review and complete the following forms, returning them to the school, before the trip takes place:

- Consent for Treatment of Student X Yes ___ No
- Student Travel Notice and Consent form X Yes ___ No
- The Parent/Legal Guardian Exclusion Waiver form (applies only to trips outside the continental US) ___ Yes X No

16. Route this form for approval. Follow the guidelines on the cover page of this form.

| For Central Administration Use Only | | | | |
|---|---|---|---|---|
| **Signature** | **Title** | **Recommended:** | | **Comments** |
| | | Yes | No | |
| David Henning | Advisor | X | | Via email |
| Kevin Formolo | Principal | X | | via email |
| Rachel C. Ledeyn | Asst Supt – S&I | | | |
| | Superintendent | | | |
| | Board of Education | | | |

8/27/13
New Form Number 9/18/14
Updated 10/6/16

# Report to Board of Education on District Goals

**Date:** June 10, 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<br>Lead: Kelly | All schools will successfully engage in a continuous improvement process based upon their School Accountability Report Card | • Each school will utilize our 4-step continuous improvement process (data reflection, goal setting, progress monitoring, and plan implementation)<br>• 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<br>• 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)<br>• Each school will progress monitor their school improvement goal/SLO at the mid-year and end-of-year mark | • 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<br>• 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<br>• Schools are currently analyzing data in preparation for mid-year updates (AimsWeb, Star, etc.)<br>• North High School and South High School shared their College & Career Readiness updates with the Board in October 2024<br>• Principal/School Culture Surveys for "in-cycle principals" are to be administered in the spring (April/May 2025)<br>• Student surveys are to be administered for grades 3-12 in April 2025<br>• Continuous improvement results from individual schools will be reviewed in June 2025 at the All Principals meeting | June 2025 | |

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| | | • Schools will use longitudinal data from the College and Career Readiness Accountability Report Card to measure growth<br>• Note: During the first semester, we will gather a team to assess our survey tools and process | | | |
| 2<br>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 | • Use high-leverage tactics to improve the SASD graduation rate<br>• 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<br>• Explore evidence-based strategies to improve SASD graduation rates<br>• 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 | • Lighthouse Academy was established as a school with school board and Wisconsin DPI approval in July 2024<br>• The high school principals have been meeting monthly since October 2024 as a Graduation Rate Improvement Planning (GRIP) team<br>• The team has engaged in a data analysis of trends related to students at-risk for not graduating on time<br>• 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<br>• The administration team worked collectively to update criteria utilized districtwide to identify students (Grades 9-12) as at-risk for not graduating<br>• Primary root causes were identified as chronic absenteeism and additional alternative graduation pathways (i.e., competency-based with reduced credits)<br>• 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<br>• Administration provided the Board with an update on the Graduation Rate Improvement Plan (GRIP) April 2025 | June 2025 | |
| 3<br>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 | • Collect data and analyze the math course sequence of past graduates to identify any systematic obstacles impacting students' successful completion of Advanced Algebra | • 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 | June 2027 | |

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| | | ● Enhance the process of collecting post-secondary plans from students beginning as early as 9th grade<br>● Communicate students self-selected post-secondary plans to Math teachers prior to course scheduling<br>● Create a communication plan for students and parents to educate them on the link between Advanced Algebra and College Readiness | ● Teams will meet during the second semester to analyze obstacles and trends related to successful completion of Advanced Algebra<br>● Communications have been created and shared for stakeholder groups (students, parents, staff) regarding the link between Advanced Algebra and College Readiness<br>● 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<br>● Now that this process is established, we will progress monitor course selections with post-secondary plans annually by February of each year | | |
| 4<br>Lead: Jason D. | Determine process for implementing the mandatory Personal Finance graduation requirement across all SASD high schools | ● Update Policy 5460 – Graduation Requirements<br>● Develop an action plan<br>● Update Course Description Guide<br>● Communicate with stakeholders | ● Policy 5460 – Graduation Requirements was updated and approved by the Board in September 2024<br>● 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<br>● Each high school has developed a plan for students to earn the required Personal Financial Literacy (PFL) credit | June 2025 | |
| 5<br>Lead: Jim | Leverage essential standards and additional targeted supports to increase reading scores at the middle school level | ● Review essential standards by grade level<br>● Align content and instructional strategies with essential standards<br>● Utilize assessment data to target small group instruction early in the year<br>● Provide professional development to support shifts in literacy instruction | ● 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<br>● 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<br>● Administrators participated in PLC Leadership training and coaching in the Fall of 2024 | June 2025 | |

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| | | | ● During the second semester, teams will be able to attend two customized workshops on assessment, essential standards, and/or academic systems of support<br>● Teams will also be given time during professional development days and departmental meetings to continue working on their action plans<br>● 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<br>● The administration provided an update to the school board regarding the professional development plan February 2025 | | |
| 6<br>Lead: Jim | Implement WI ACT 20 in a manner that supports staff growth and development resulting in increased reading scores at the elementary level | ● All K-5 teachers and administrators will engage in structured literacy training<br>● The State Reading Readiness screener will be administered in the winter for grades K-3 and in the spring for grades 4k-3<br>● Diagnostic assessments will be administered for students in the 25th percentile and below on the Universal Screener | ● K-5 teachers and administrators engaged in structured literacy training on the September, October, and November professional development days<br>● The State Reading Readiness screener was administered as a test pilot in Fall 2024<br>● 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<br>● We completed winter test administration and diagnostics were implemented in February<br>● Reading plans have been shared with all students on a plan and schools are following up with families at February parent conferences<br>● We will be notifying parents of progress in mid-March and preparing for the spring window April 1-17<br>● 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:** June 10, 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

**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 | Instructional Technology will work with SASD staff to pilot and propose a budget and implementation plan for standardized technology across the District | • Gather a representative group to conduct a Chromebook pilot to gather user feedback about their experiences<br>• The feedback was compiled and utilized to drive future planning<br>• Conduct a second Chromebook pilot with a group in fall 2024 to gather additional feedback<br>• 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 | • 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)<br>• Collected feedback from pilot participants about their experience with the device<br>• Conducted Round 2, Chromebook Pilot that involved 15 staff members (12 teachers and 3 admin) in November 2024<br>• The Round 3, Chromebook Pilot will begin in January 2025<br>• 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<br>• We are in our final Chromebook Teacher Pilot rotation, and it will be completed on March 14, 2025<br>• All the feedback will be compiled along with a cost analysis, and an implementation plan | June 2025 | |

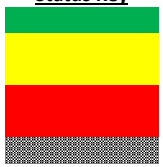
| | | | | | |
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| | | | ● This will be presented to the Executive Management Team (EMT) as a final recommendation April 2025<br>● Administration will continue to work through the Technology Governance Committee (TGC) and Standardized Classroom Pilot team to gather feedback, provide demonstrations, and hold information sessions for staff with a final decision to be made by October 2025 | | |
| 2 | Instructional Technology will explore ways in which Artificial Intelligence (AI) technology can be used to enhance and find efficiencies in district operations | ● The Instructional Technology Team will be compiling educational Artificial Intelligence (AI) resources to pilot with staff members across the District in fall (October 2024)<br>● 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)<br>● We will develop/review policy related to the use of Artificial Intelligence (AI) and Academic Honesty in fall (October 2024) | **Pilot AI Resources for Staff**<br>● 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<br>● The AI tools to be piloted have been identified as: MagicSchool AI, Diffit, Brisk, and Quizizz<br>● The pilot will last four months and the feedback will be reviewed to see which platform(s) we will promote<br>● We will analyze the feedback and decide what tool(s) the Instructional Technology Team would support<br>● MagicSchool AI will be provided for all staff through a district license with the start of the 2025-26 school year<br><br>**Policy/Guideline Development**<br>● The Technology Governance Committee (TGC) met and reviewed six samples of student and staff AI guidelines and ranked them<br>● The team is working to finalize draft AI guidelines for staff and students<br>● 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<br>● The Instructional Technology Team will attend staff meetings to share teacher | June 2025 | |

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| | | | guidelines for review and to gather feedback<br>● Both students and staff Artificial Intelligence (AI) guidelines have been completed with the collaboration of both students and staff<br>● All schools will have common signage detailing the guidelines | | |

# Report to Board of Education on District Goals

**Date:** June 10, 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

**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 | The SASD will work in collaboration with community partners to address the issue of truancy within our community | • 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<br>• Partner with the Families + Neighborhoods Together community social workers to provide early intervention services to students and families for regular school attendance<br>• 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) | • 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<br>• 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<br>• We continue to partner with community agencies to address the issue of truancy<br>• We will gather as a collective to identify ways to combat chronic absenteeism for high school students by May, 2025 to plan forward<br>• The Reengage, Inspire, Support, and Empower (RISE) team will continue to meet quarterly to address absenteeism | June 2025 | |
| 2 | Review district special education programming to ensure our programming meets the needs of all students served | • Program Support Team (PST) will conduct a needs assessment of our current SASD special education continuum of services | • The Special Education Program Support Team (PST) has started to assess our current special education continuum<br>• The team has worked to develop a program description for a specialized | June 2025 | |

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| | | ● Collect data from comparable school districts about their continuum of special education services<br>● Conduct site visits at comparable school districts to observe district-level special education programs<br>● Create an action plan to ensure that our special education programs meet the needs of all students | program that is designed to support early elementary students (K5-2nd grade) with significantly divergent social emotional and communication needs as they transition into a more traditional school environment<br>● The team has also utilized an existing facility study to assess potential school sites based on defined criteria aligned to programmatic needs<br>● 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<br>● The administration provided a presentation to the Board on the District's special education program November 2024<br>● 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 | ● Engage in conversations with community mental health providers to develop an on-site Intensive Outpatient Program (IOP)<br>● Assess current district facilities to host on-site Intensive Outpatient Program (IOP)<br>● Assess the data of students participating in Intensive Outpatient Program (IOP) during the 2024-2025 school year | ● 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<br>● We are working collectively with Rogers Behavioral Health to formalize this partnership which is expected to be finalized by March 2025<br>● South High School has been identified as the host site<br>● The administration provided a mental health framework update to the Board March 2025<br>● The goal to launch the Intensive Outpatient (OP) Program by the original target date will not be met due to unforeseen budgetary constraints and the current challenging economic climate – Rogers Behavioral Health, our partner in this initiative, has requested a postponement to ensure the program is launched with the necessary resources and sustainability – the new | June 2025 | |

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| | | | anticipated start date is August 2026 and we remain committed to this goal and will continue working collaboratively to ensure its successful implementation | | |

# Report to Board of Education on District Goals

**Date:** June 10, 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

**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 | Launch targeted communication campaigns to promote awareness of the positive aspects of working in our district | • Enhanced understanding and awareness of the events, opportunities, and advantages of being employed by the District | • 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."<br>• Currently preparing another round of advertising for Special Ed EA positions<br>• Continue showcasing our employees and district events through the Leadership Spotlights and Difference Makers campaigns on social media<br>• Billboard, social media, and newspaper advertisements continue to be utilized to promote open support staff positions<br>• The website and social media were used to highlight that SASD is the only Wisconsin school district featured on Forbes' list of top employers<br>• Monthly wellness newsletters featuring recipes, tips, and program updates<br>• Exploring a Youth Apprenticeship Program for SASD students to gain work experience and credit in district roles, with CESA 6 oversight<br>• Collaborated with marketing and communications to contribute content | June 2025 | |

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|---|---|---|---|---|---|
| | | | and suggestions for the community report highlighting district achievements and year-end outcomes | | |
| 2 | Ensure that our compensation and benefits package are comparable to or better than other comparable districts | • Based on comparable data, we can confirm that our compensation and benefits packages are comparable or better than other identified districts | • 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)<br>• 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<br>• Conducted an internal audit to verify the accurate placement of all certified staff on the salary pay scale<br>• Proposed a one-time pay equity adjustment for certified staff to the M&C group, aligning salaries for fairness across similar roles and experience<br>• 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<br>• Initiated the idea of moving to a PTO plan in place of the current sick/personal time structure for certified staff<br>• Finalized the certified staff personal time off (PTO) policy and presented it to staff and the Board of Education | June 2025 | |
| 3 | Implement employee recognition celebrations of achievements, milestones, and contributions made by individuals and teams within the District | • An elevated level of recognition and appreciation shown throughout the District, school site, and departments | • Initiated discussions with the Superintendent and the SASD Marketing and Communications Team to establish a clear vision for moving forward<br>• 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<br>• Ongoing *Leadership Spotlights* and *Difference Maker* posts on FB, with *Difference Makers* nominated by the community to highlight exceptional staff | June 2025 | |

| | | | | | |
|---|---|---|---|---|---|
| | | | • Partnering with North & South art teachers to create personalized, student-made ceramic retiree gifts, adding a meaningful touch to recognition<br>• Honored retirees and student created gifts, recognition at a board meeting, and a featured story on the District website | | |
| 4 | Equip principals and supervisors with the tools and knowledge to enhance their supervision skills in fostering a positive work culture and promoting employee morale | • Principals and supervisors are comfortable leading crucial conversations and well-versed in advising and guiding employees on district policies and related matters | • Presented the updated employee handbooks to the principal group and emphasized the importance of maintaining accurate timekeeping records, as well as complying with time-off policies and best practices<br>• Meeting with principals and supervisors to review Performance Improvement Plans and staff coaching needs<br>• Engaging in annual staffing planning to discuss staff movement, identify needs, and address potential openings for the next school year<br>• Collaborated with and advised principals on year-end Performance Improvement Plans (PIP) and expectations memos | June 2025 | |

# Report to Board of Education on District Goals

**Date:** June 10, 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

**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**

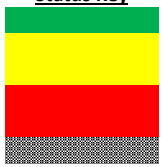
| Objective # | Objective | Outcome Measures | Evidence | End Date | Status |
|---|---|---|---|---|---|
| 1 | Promote our district as one of choice, opportunity, and diversity to both our local community and the wider state, in order to attract candidates for all available positions | • Create SASD brand recognition in our community and beyond (our logo, etc.)<br>• A higher level of recognition and awareness of the SASD on a state-wide level | • Partnering with a Lakeland University Communications & Marketing class to assess SASD's strengths and create a marketing plan focused on recruitment and retention<br>• Assessing our Open Hire Events to evaluate what is working, identify any necessary adjustments, and plan additional events for teaching staff and other positions<br>• Organized and held another Open Hire Event, which attracted nearly 30 support staff applicants, with candidates placed in roles of highest need<br>• Exploring the possibility of hiring and supporting J1 Visa teachers for the upcoming school year<br>• Identifying potential internship opportunities for the next school year to expand recruitment<br>• Engaging in college career fairs to attract candidates<br>• Launched targeted recruitment strategies to address ongoing speech and language pathologist vacancies<br>• Secured our first Youth Apprenticeship placements in Multilingual Education and Nutritional Services for the upcoming school year, supporting long-term workforce development | June 2025 | |

| | | | | | |
|---|---|---|---|---|---|
| 2 | Invest in ongoing education and training to stay informed about the latest trends, technologies, and best practices in recruitment | • Gain a deeper understanding of software and AI tools that can enhance our recruitment efforts and streamline the process. | • Gathering information and obtaining quotes for electronic reference check systems<br>• 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"<br>• Transitioning to a paperless, electronic system for FMLA submission and tracking<br>• Enhancing the paperless, electronic capabilities of the Frontline system to streamline EA and teacher substitute timesheet submission and payroll processing<br>• Joined the CESA 7 Teacher Development Center Advisory Council to discuss teacher licensure programs and potential expansions to address educational needs in our area<br>• Implemented and trained principals and supervisors on Crosschq, an automated reference check system, to enhance efficiency, consistency, and streamline the hiring process | June 2025 | |

# Report to Board of Education on District Goals

**Date:** June 10, 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

**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! |

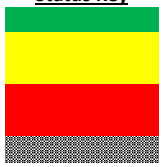
**2024-2025**

| Objective # | Objective | Outcome Measures | Evidence | End Date | Status |
|---|---|---|---|---|---|
| 1 | The SASD Student and Instruction team will work with administration to support parent engagement through enhanced communication strategies | • Implement and refine *Great Start Conferences* at the EC/elementary schools | • Great Start Conferences implemented across the District in all elementary schools<br>• Survey data being reviewed to determine modifications for future years<br>• Creation of annual marketing/communication plan specific to parent engagement<br>• Strategic usage of Annual Report/Points of Pride document | June 2025 | |
| 2 | Expand methods and opportunities for two-way communication between stakeholders | • Secure communication tools and develop implementation plan to enhance 2-way communication (emergency notifications, school event information, attendance, classroom assignments, and student grades) | • Website options being reviewed with options for two-way communication functionality<br>• See Board of Education presentation on 12/10/2024 specific to new website and communication platforms<br>• 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:** June 10, 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

**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! |

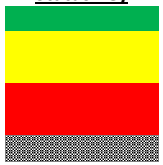
**2024-2025**

| Objective # | Objective | Outcome Measures | Evidence | End Date | Status |
|---|---|---|---|---|---|
| 1 | 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) | • Key components of the strategy plan implemented and monitored<br>• Update and monitor the District's Data Dashboard | • Referendum communication plan shared with school board<br>• "Future Planning" options being discussed as a means to engage the community in discussions related to school district expectations<br>• Creation of referendum rebuild/renovation structure to ensure stakeholder input<br>• Detailed update on the referendum planning process at the April BoE meeting<br>• Data dashboards updated through the ECRAGROUP and Wisconsin Policy Forum, and reflected in the Annual Report | June 2025 | |
| 2 | Develop and launch new district and school websites | • District and school websites launched and functioning effectively | • Vendor options being considered – plan for transition to new site is Summer 2025<br>• See Board of Education presentation on 12/10/2024 specific to new website design<br>• Website planning process underway with Final Site project manager and design team<br>• 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:** June 10, 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

**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**

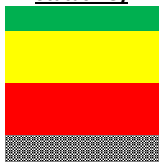
| Objective # | Objective | Outcome Measures | Evidence | End Date | Status |
|---|---|---|---|---|---|
| 1 | Implement action plan for a potential November 2024 referendum and possible post referendum action plan to rebuild Farnsworth and Urban Middle Schools | • Pre-election community information presentations<br>• Referendum borrowing<br>• Building and site design and engineering | • Community informational sessions set for October 3rd at Urban Middle School and October 17th at Farnsworth Middle School<br>• Community groups and organizations identified, and scheduling has begun for presenting to these groups<br>• Held informational sessions at Urban Middle School on 10-13-24 and at Farnsworth Middle School on 10-17-24<br>• Gave multiple presentations to community groups during the month of October<br>• Passing of the referendum on the November 5th election with 65% voter approval<br>• Board approved borrowing resolution on 11-26-2024<br>• Kickoff meeting with Bray Architects for school design process on 11-27-2024<br>• 12-30-2024 $93m bond proceeds received<br>• Core Planning Team toured middle schools on 1-17-2025<br>• Updated plans and exterior renderings shared at the 5-27-2025 Board meeting | June 2025 | |
| 2 | Identify and implement energy savings opportunities throughout the District | • Electric usage monitoring and analysis<br>• Energy sustainability education and awareness campaign<br>• Explore alternative energy options for new middle schools | • Contracted with Data Wrangler on 8-13-24 to install electric meter monitoring and analysis software at middle schools and high schools<br>• 8-13-24 meeting with South High School student advisor of Renewable Redwings | June 2025 | |

| | | | | | |
|---|---|---|---|---|---|
| | | | Michael Aprill and SASD retiree Steve Griffith to discuss student involvement with energy sustainability and awareness campaign in our school buildings<br>• Data Wrangler installations completed<br>• 11-14-2024 meeting with Data Wrangler to look at initial usage reports<br>• 2-19-2025 Data Wrangler presentation to NHS Interact Club<br>• 4-30-2025 Geothermal discussion with Bray, Quasius/Smith, and HGA<br>• Contract signed for HGA feasibility study | | |

# Report to Board of Education on District Goals

**Date:** June 10, 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 | • Needed hardware for data center located at Administrative Services Building (ASB) purchased and installed<br>• Setup and manage off-site data server and storage systems to provide redundant access to critical IT services | • E-Rate application completed for data center hardware<br>• E-Rate application approved<br>• 5-15-2025 Implementation meeting with vendor for installation and configuration | June 2025 | |
| 2 | Update the District's Cyber Security Plan and implement the Plan's proactive strategies | • Continue employee security awareness and training on identifying phishing emails and other cyber risks<br>• Implement Network Access Control (NAC) system<br>• Update security for Wi-Fi infrastructure | • Specifications developed for Network Access Control (NAC) system<br>• Implemented the mandatory Skyward Multi-Factor Authentication for Skyward Financial users | June 2025 | |

# Report to Board of Education on District Goals

**Date:** June 10, 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 | • Assist in Prigge driver recruitment<br>• Install Wi-Fi on busses<br>• Implement Wayfinder student bus attendance tracker<br>• Compete Request for Proposal (RFP) process for bus camera replacements | • Driver recruitment postcard mailing sent in July<br>• 80% E-Rate funding approved in July for bus Wi-Fi hardware, installation, and internet service<br>• Wi-Fi installation completed 8-16-24<br>• Conducting Wayfinder testing on busses | June 2025 | |
| 2 | Update policies and procedure guidelines for employees transporting students with district owned vehicles | • Update board policies to align with state statutes and best practices<br>• Update administrative guidelines to align with state statutes and best practices | • Driver background checks complete and up to date | June 2025 | |





SHEBOYGAN AREA
SCHOOL DISTRICT



# COMMUNITY REPORT

2025



# SASD SCHOOLS
## by the numbers

**1** Early Learning Center

**12** Elementary Schools

**5** Middle Schools

**2** 4K-8 Schools

**5** High Schools



**9,323** Students

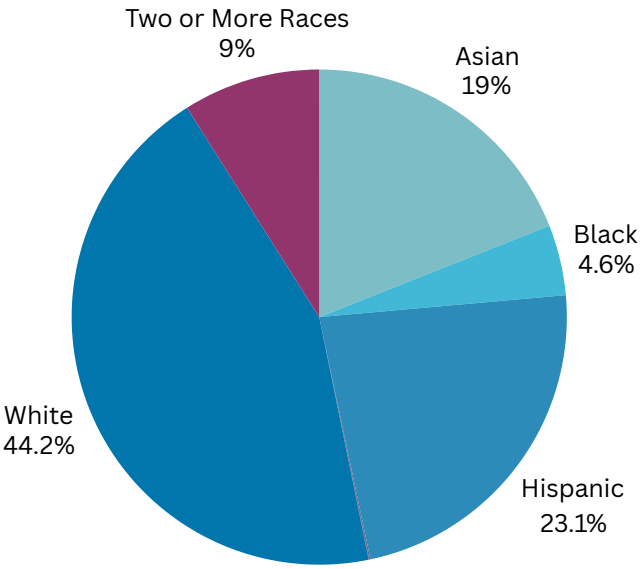
**1,698** Staff

**35** Languages spoken by families in the SASD

## COMPARITIVE PEER DISTRICT ANALYSIS

An independent analysis of comparable districts conducted by the ECRA K12 analytics and research firm identified the Sheboygan Area School District as outperforming our comparable group average in every category of overall proficiency and achievement scores, while serving the second-highest percentage of economically disadvantaged students.

| Indicator | Peer Group Average | SASD |
|---|---|---|
| ELA Proficiency | 40.9% | 43.3% |
| Math Proficiency | 38.4% | 44.9% |
| Achievement Score | 47.7% | 52.9% |
| ELA Achievement Score | 50.6% | 53.6% |
| Math Achievement Score | 44.8% | 52.2% |




**Source:** SASD 2024-25
Third Friday Enrollment Report

## PEER DISTRICTS FOR COMPARISON

Peer Districts were selected based on similar enrollment levels and the make-up for economically disadvantaged students.

2023-24 data
**Source: ECRA Group K-12 Data and Analytic Solutions**

# GROWING student success





## a strong elementary Academic Foundation

- The SASD invested $910K in Benchmark Advance, a universal curriculum for K-5th grade, with implementation starting next school year. This new reading curriculum is engaging for students, will **build knowledge across content areas**, is standard-aligned, and is more user-friendly for staff.
- The SASD adjusted our professional development time for teachers to remove early release Wednesdays. Instead, we added nine full-day professional development opportunities. This year, a significant portion of the time was allocated to curriculum and instruction work focused on **improving literacy**.
- In 2024-25, the SASD expanded 4K programming to five half-days per week. The 4K programs provide age-appropriate learning experiences that support the development of social, emotional, physical, and cognitive skills, as well as general learning skills, for all children. The change to five days per week is positively impacting students by **increasing these learning experiences by 20%.**

*The nationally normed Star assessment considers growth levels above 50% to be above average.

- **68%** of elementary school students met or exceeded their individual growth target on Star Reading in Spring 2025.*
- **66%** of elementary school students met or exceeded their individual growth target on Star Math in Spring 2025.*
- **94%** of elementary school students attend school daily.

JAMES MADISON
Strive For Excellence

**2024 National ESEA Distinguished School**



# beyond the basics in ELEMENTARY SCHOOL




## A WELL-ROUNDED EDUCATION

Elementary students receive a strong foundation in core academic subjects while also participating in a rotation of Art, Music, and Physical Education classes. In addition, students have enrichment opportunities to explore their interests and expand their skills:

- Over **350** students participated in coding clubs in grades 3-5.
- **456** 5th-grade students participated in Band and Orchestra.
- **615** students participated in the 5th Grade Sports Day.
- Over **85** students participated in the new district-wide choir for 4th and 5th graders.
- Over **550** students in grades 5-12 performed in the 46th annual SASD String Festival.
- **24** students from grades K-12 had their artwork featured at the John Michael Kohler Arts Center.

Over **3,400 students** were **invited** to individual Great Start Conferences held before the first day of school to build strong connections between teachers and families.



## SCREENER & SURVEY RESULTS

- **90%** of Elementary students were considered Healthy in the Spring b.e.s.t. Universal Screener.
- **70%** of Elementary students responded favorably on the Panorama Survey to questions about Self-Management Skills, which include being prepared, paying attention, following directions, and completing work.

**104** **5th-grade students earned the President's Award for Educational Excellence.**

# MIDDLE SCHOOL
## leaders in the making










## ENRICHING THE MIDDLE SCHOOL EXPERIENCE

Middle school students study all core academic areas, in addition to a quarterly rotation through our Allied Arts classes like Art, Music, Technical Education, Physical Education, World Languages, and Family and Consumer Science. Students can also choose electives such as band and orchestra, and participate in clubs and interscholastic sports.

- **65%** of middle school students met or exceeded their individual growth target on Star Reading in Spring 2025.*
- **62%** of middle school students met or exceeded their individual growth target on Star Math in Spring 2025.*
- **93%** of our middle school students attend school daily.
- Over **700** middle school students participated in the band and orchestra programs.
- **148** middle school students participated choir.
- **23** interscholastic sports are offered across three middle schools, with **580** students participating.
- **57** clubs and activities offered across three middle schools with **1,480 students** participating over the course of the school year in clubs like STEM, Drama, Speedball, Newspaper, Yearbook, and more!
- **82** middle school students competed in the Lakeland Math Meet.

*The nationally normed Star assessment considers growth levels above 50% to be above average.

REDgen launched in the 2024-25 school year, with **19** students serving as student leaders. REDgen's mission is to advocate for youth mental health and well-being.

## SCREENER & SURVEY RESULTS

**73%** of students responded favorably on the Panorama Survey to questions about Self-Management Skills, which target being prepared, paying attention, following directions, and completing work.

# HIGH SCHOOL
## preparing for what's next




## FREE COLLEGE COURSES

In June 2022, the Sheboygan Area School District and Lakeland University signed an innovative agreement, providing high school students with access to college credit courses at no cost to students. SASD students now have free access to dual credit courses, **which provide high school and college credits simultaneously.**

- Over **50 Dual Credit Career Pathway courses** are offered at North and South High Schools.
- In the 2024-25 school year, high schools had nearly **3,000 enrollments** in Dual Credit courses, resulting in over **$3.6 million of tuition-free college credit**! *(Students may be enrolled in more than one dual credit class.)*

## ACT Performance

All 11th-grade students in Wisconsin are required to take the ACT each March. The ACT is a nationally recognized standardized test used for college admissions. It measures a student's overall educational development and readiness for college-level coursework.

To support student success, SASD students in grades 9, 10, and 11 take the PreACT assessment each fall. These practice tests help students build familiarity with the ACT format and track their academic progress leading up to the official test.

### In the 2024-25 School Year:

Average composite ACT scores are in the top half of our peer districts.

- **290** juniors scored at or above the state average ACT score of 19.
- **83** juniors earned a 25 or higher.
- **21** juniors earned a 30 or higher.
- **2 juniors earned a perfect score of 36!**

# planning FOR THE FUTURE




The SASD was one of the first districts to adopt 'Redefining Ready,' the research-based college and career readiness accountability measures - such as attendance, community service, workplace learning experiences, dual credit course enrollment, participation in co-curricular activities, GPA, ACT scores, and other course participation - and use it to measure students' readiness to enter college or a career after graduation.

The **SASD Career and College Readiness Report Cards** show schools, as well as individual students, if they are meeting the research-based benchmarks for success in future plans, whether entering directly into a career or attending a two-year or four-year college. The benchmarks are aligned to the National College and Career Readiness Indicators to ensure our students have relevant coursework, academic performance, and workplace experience to prepare them for success after high school.

## CLASS OF 2025

**56%**
**Participated in 2+ co-curricular activities**
150+ offered

**34%**
**Earned Credit for a Workplace Learning Experience**

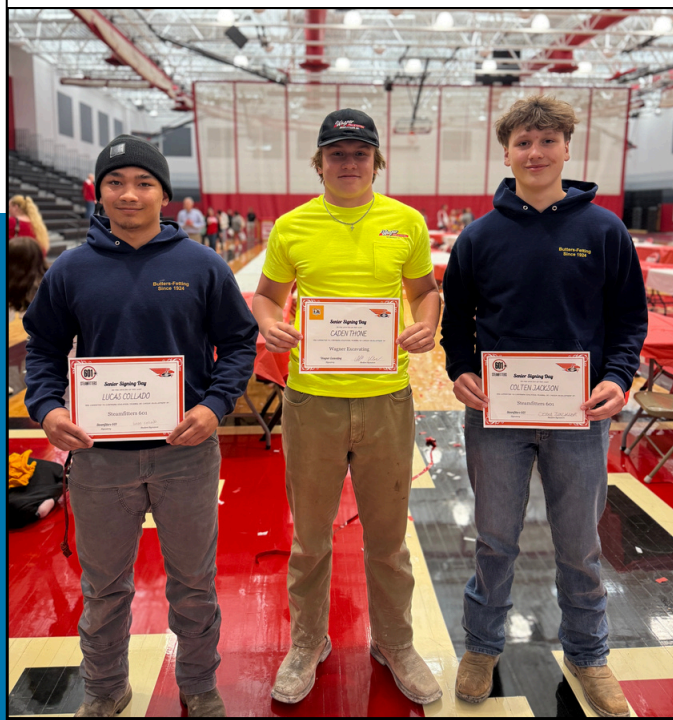
**70%**
**Earned college credit**
at no cost to students!

**data current as of May 31, 2025

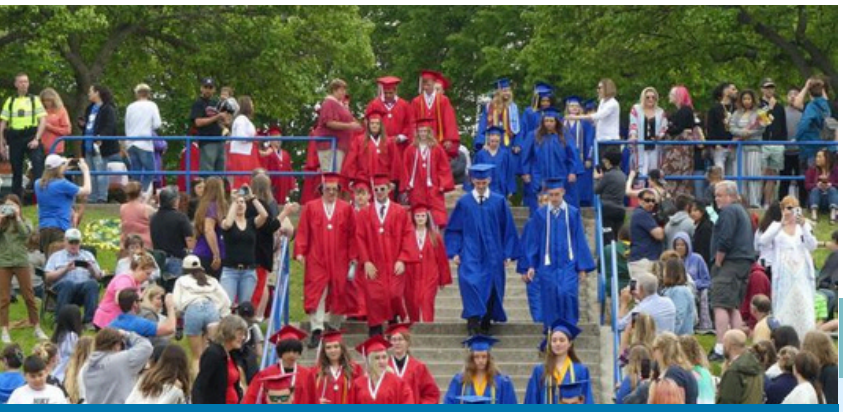
Over **380** students from North and South High signed commitments at the 7th Annual Signing Day.

**Senior Signing Day** recognizes graduating seniors whose future plans include:

- attending a four-year college or university
- enrolling in a technical or community college
- entering the workforce
- joining the military



# FROM FRESHMAN to finish line



**Graduation rate increased by 3%** for the Class of 2024.

Over **$4 million in scholarships** awarded to Class of 2025.

**728** students to participate in the annual joint graduation ceremony.

## STANDOUT PERFORMANCES

- **2 students** qualified as National Merit Finalists (2025)
- **27 students** qualified for the AP Scholars Award (in 2024)
- **1 student** was selected as a 2025 WIAA Scholar-Athlete out of only 16 senior boys statewide.
- **3 State Championships:** North High Dance Team, North High Esports, South High Esports
- **79 students** attended Regional Competitions with Robotics, DECA, and Honors Society.
- **31 students** attended national and international competitions with clubs like Model UN and DECA.
- **33** high school students traveled abroad as part of a school-sponsored trip.
- **55** 11th and 12th grade students participated in the GEAR UP Rising Phoenix program, with **21** seniors on track to earn an Associate of Arts and Sciences (AAS) degree.

## 27TH STUDENT-BUILT HOME IN SHEBOYGAN



## Recognition for Service

- South High School won the **United Way Group Volunteer of the Year Spirit Award** for its annual school-wide day of service.
- A current South High student and a graduate won the **United Way Youth Star Volunteer of the Year** for their creation of '*Under the Wing*,' a student-led initiative that pairs 6th graders with trained high school mentors at Horace Mann Middle School.

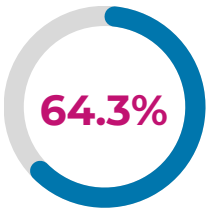


# HERE for all students

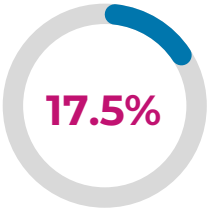
## SERVICES THAT MAKE A DIFFERENCE

The Sheboygan Area School District has a unique demographic make-up and is rich in diversity. We take pride in offering a range of services to support the diverse educational needs of every student.

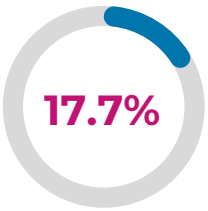
- Over **300** Special Education staff members (Special Education Teachers, Special Education Assistants, Speech Therapists, Occupational Therapists, Physical Therapists, etc.) provided services to over **1,700** students across 12 areas of need.
- **80** Multilingual Language staff (Multilingual Teachers and Multilingual Assistants) provide language services to over **1,790** students, speaking over 35 languages.
- The PATH program provided services to **501** students and conducted **6,297** mental health therapy sessions.
- **293** homeless students and their families were supported through the SASD McKinney-Vento Homeless Assistance Program.
- In Summer 2024, **2,670** students participated in summer school to strengthen core academic skills, explore elective and enrichment courses, or recover high school credits.
- Over **520** students were served in the KidStop before- and after-school program at nine sites, including our partnerships with the Boys & Girls Club and YMCA.
- As of May 1, 2025, over **1,320,000** breakfasts, lunches, and suppers were served to students free of charge.




ECONOMICALLY DISADVANTAGED




ENGLISH LEARNERS




STUDENTS WITH DISABILITIES

2023-24 data
**Source:** SASD Data Tool by the Wisconsin Policy Forum



## EXPANDING HORIZONS

### Dual Language Program

- Two-way immersion is offered starting in 4K at the Early Learning Center or from K-5th grade at Sheridan Elementary School, with an option to continue into Horace Mann Middle School.

### Field Trips

- Elementary school students enjoy field trips to JMKAC, Weill Center, Sheboygan Marsh, Sheboygan County Historical Museum, Heritage School, and more!

### Access to Technology

- Over 9,000 one-to-one Wi-Fi-enabled devices are provided to SASD students.

# empowering families through SCHOOL CHOICE



**In-District School Choice**
Annually, around **1,000** students utilize our in-district school choice to enroll in a school other than their neighborhood school.

**Open Enrollment (from outside SASD)**
Last year, **78** students were accepted to enroll in the SASD who live outside our district boundaries.

# community OPPORTUNITIES

## STC SHEBOYGAN THEATRE COMPANY

The Sheboygan Theatre Company rounded out its 91st season with **6,836** community members in attendance at its **5 mainstage productions.**

- **207 volunteers** helped behind the scenes.
- **116 cast members** ranging in age from 5 to 70+ participated in productions.
- **36 musicians** shared their talents.





## SHEBOYGAN AREA SCHOOL DISTRICT Community Recreation

The Sheboygan Community Recreation Department offers a variety of recreational events and activities for residents of all ages.

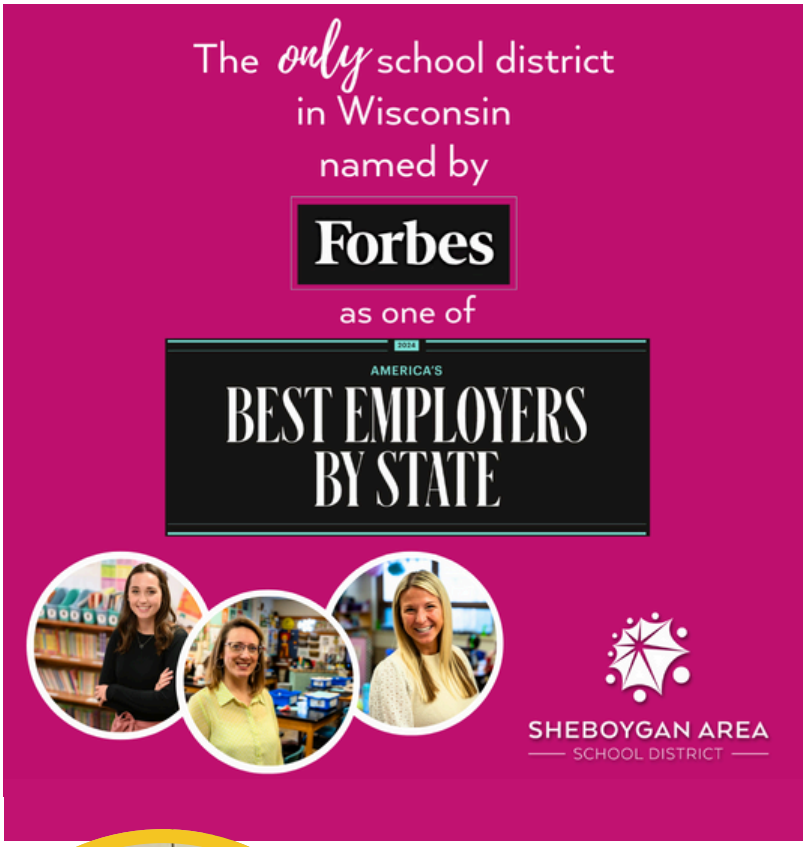
- Outdoor sports leagues engaged more than **880** youth, with tee ball, baseball, and flag football all showing increased participation compared to last year.
- Basketball, volleyball, and aquatics were offered for youth, high school students, and adults, with participation in volleyball at the youth and high school student levels on the rise.
- Adult fitness and aquatic classes both saw over **30% increases** in participation over the last year.



# investing IN PEOPLE



**128 educators participated in the SASD Mentor Program**, including 65 new teachers who were supported throughout their first year in the SASD.




## Expanded Professional Development

- **286** staff trained in Early Literacy Practices aligned to the Science of Reading.
- **9 full-day professional development** opportunities for teachers.
- Free, in-house **Teacher Development Institute** offered for 8 years with 115 teachers participating.
- New **Principal Development Institute** will launch in the 2025-26 school year, with three participants selected through an interview process.
- **20** employees are working toward a teaching license through the RITE program.

## SASD Teachers Have Experience

- SASD teachers have an average of 14.4 years of experience, which ranks in the top half of comparable districts.

## Competitive Compensation

- Average teacher salary is above the state average and is in the top half of comparable districts.

## Teacher Retention

- SASD has a high teacher retention rate, placing it in the top half of peer districts.

**Source:**
SASD Data Tool by the Wisconsin Policy Forum



## Recognizing Retirees

In the spring of 2025, students created one-of-a-kind mugs for **50** retiring staff members with over **1,300 years in combined service!**

## New Department Leaders

New for the 2025-26 school year, 12 Department Leaders have been appointed to provide additional instructional leadership and support in our elective and exploratory areas.

## Annual Teacher Recruitment Campaign

For the third year in a row, SASD advertised teacher openings in a billboard campaign featuring our own teachers. Billboards were displayed in Sheboygan, Milwaukee, Oshkosh and Green Bay, attracting professionals to the Sheboygan community.



# FISCAL RESPONSIBILITY

## SASD Upgraded to Aa1 Credit Rating

In December 2024, Moody's Investors Service upgraded the district's credit rating to Aa1, up from Aa2. This prestigious upgrade reflects the district's strong financial health and effective fiscal management.

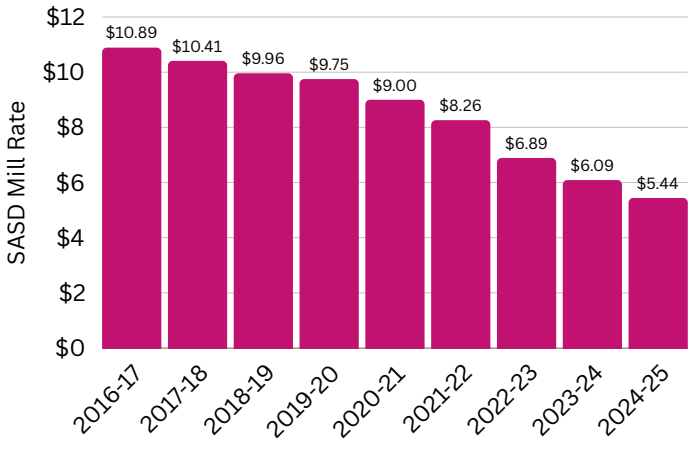
As a direct result of this improved rating, SASD property taxpayers will save over $16 million in interest costs associated with the financing of the recently approved referendum projects. The favorable interest rate, driven by the Aa1 rating, significantly reduces the long-term cost of school improvements.

Moody's Investors Service is a leading bond credit rating agency. Their credit ratings range from Aaa (highest quality) to C (lowest quality), serving as a benchmark for financial strength and creditworthiness. At Aa1, the Sheboygan Area School District ranks among the most financially stable public school districts in the state and the nation.

Of the 164 Wisconsin school districts rated by Moody's, only 12 hold an Aa1 rating or higher. Nationally, the median rating for school districts is Aa3, placing SASD two tiers above the average.

> **"This is great news for our local taxpayers," said SASD Superintendent Dr. Jacob Konrath. "The Aa1 rating is a vote of confidence from a reputable rating agency regarding our district finances; however, it also accounts for less-than-expected enrollment declines compared to the national averages, strong student retention initiatives, and residential and industry growth. It's a sign of a strong district and a strong community. It's a good indication of the school and community partnership that continues to benefit students and taxpayers alike."**

## Historical View of SASD Mill Rate




*The SASD mill rate has decreased for the last seven years, including in the 2024-25 school year which includes the approved referendum costs.*

## SASD Mill Rate Compared to Peer Districts




*This chart shows that the SASD has one of the lowest property tax mill rates when compared to other districts.*

# building FOR THE FUTURE

## A Sincere Thank You to the Sheboygan Community

The Sheboygan Area School District (SASD) has a long history of fiscal responsibility and has taken excellent care of our school facilities.

We extend our heartfelt appreciation to the Sheboygan community for your support of the $121 million November 2024 referendum to rebuild and remodel Farnsworth and Urban Middle Schools, which were built in the 1930s and require extensive repairs and upgrades.

With 65% of voters in favor, this outcome reflects a strong and shared commitment to the future of public education in our community. Your support ensures that our middle schools will be safe, modern, and equipped to serve generations of students for the next century.




Rendering of the new entrance to Farnsworth Middle School, located on S. 10th Street



Rendering of exterior of the cafeteria, facing Union Ave.




Rendering of the new entrance to Urban Middle School, located on N. 13th Street, which includes a new parking lot and parent drop-off area.



Rendering of the original entrance to Urban Middle School, located on North Ave., maintaining the historical facade.

# SHEBOYGAN AREA SCHOOL DISTRICT
## Strategic (Long-Range)Plan Update 2025-2026

### Our Actions Will Convey That All Students Will Learn at a High Level

*Collaboration, Learning, Results*

**VISION:** ***All students will be productive and responsible citizens in a competitive world.***

**BELIEF STATEMENTS:**

**We believe in:**

- success of all students
- student learning at a high level
- collaboration
- continuous improvement
- results orientation
- participatory decision-making
- the "we mentality" is the guiding philosophy upon which we will interact with our stakeholders: students, parents, staff, and community

**PRINCIPLES OF EQUITY:**

1. Promoting equity begins with us.
2. SASD will raise student achievement, increase sense of belonging, hold high expectations, and involve students in all organizational programming (classrooms, courses, teams, clubs, etc.) in a proportional and equitable way.
3. Educational teams meet to collaborate and share expertise while building their instructional capacity (beliefs, knowledge, and practice) on how to successfully educate all students. This collaboration supports a shift in attitudes, beliefs, and habits which ultimately transforms the culture of the school.
4. Rigorous and identify-relevant curriculum is created for <u>all</u> learners the first time the concept is taught. Through co-planning and co-serving, all staff teams work to increase and transform each other's instructional capacity to hold high expectations for all students to minimize the need for isolating instruction.
5. Instruction is collaboratively developed based on individual learning differences and delivered in a flexible learning environment. Student data is used to drive instruction for all learners.
6. We will always persevere in serving students – even when a student lacks home support, guidance, and/or requisite knowledge; fails to exert the expected effort; and/or refuses to adhere to the code of conduct.
7. All of our district policies, procedures, and funding are aligned with the above SASD Principles of Equity, as well as the alignment with federal and state legislation, to eliminate inequities.

**Goal Pillars:**

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
2. Exceptional Staff – Build a strong, connected workforce to positively impact student learning and support the broader needs of our school community
3. Families and Community – Foster family and community relationships in order to collaboratively work together to provide support and resources to meet identified needs
4. Finance and Resource Systems – District finance and resources systems are aligned to maximize student learning and staff productivity

**ACCOUNTABILITY MEASURE:** Career and College Readiness Report Card

***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**

Objective 1 – Each school will engage in school improvement efforts focused on monitoring key performance areas related to: Reading achievement, Math achievement, social emotional well-being/attendance, college and career readiness, and multi-level systems of supports

Objective 2 – Deliver Benchmark Advance as the universal English Language Arts (ELA) curriculum for grades K5-5 instruction with fidelity

Objective 3 – Utilize a walkthrough tool to systematically observe and assess instructional practices across all K-8 schools during learning walks

Objective 4 – Continue to provide targeted learning opportunities related to data-driven decision making and instruction for Professional Learning Communities (PLCs)

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

Objective 1 – Instructional Technology will continue to engage educators in the exploration of a standardized classroom plan option

Objective 2 – Student and Instructional Technology will support the implementation of the NextPath data visualization platform to support Data Analysis Teams (DAT)

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

Objective 1 – Engage our Pupil Services team to review the effectiveness of our universal curriculum and instruction to ensure that all students receive comprehensive social-emotional and Academic and Career Planning (ACP) support

***Pillar 2: Exceptional Staff – Build a strong, connected workforce to positively impact student learning and support the broader needs of our school community***

**Goal 1 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**

Objective 1 – Ensure positive and transparent communication to all staff using multiple channels, grounded in the 'we mentality' – a guiding philosophy that reflects our commitment to listening to and engaging with all employees as valued members of the SASD community

Objective 2 – Ensure that our compensation and benefits package are comparable to or better than other similar districts
Objective 3 – Promote employee engagement and recognition through celebrations and ongoing acknowledgment of contributions
Objective 4 – Address staff absenteeism proactively through improved tracking, support, and accountability measures
Objective 5 - Equip principals and supervisors with tools and knowledge to promote positive work environments and elevate staff morale

**Goal 2 Strengthen our workforce by implementing targeted strategies to attract, recruit, and retain talent**
Objective 1 – Promote our district as an ideal destination, with diverse schools, innovative programs, and an ideal place to grow your career
Objective 2 – Improve hiring and retention strategies for high-need areas, particularly Special Education, by examining targeted compensation, pipeline development, and support systems tailored to the demands of these roles

***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**
Objective 1 – Expand the effectiveness of mass communication with families
Objective 2 – Expand methods and opportunities for two-way communication with families

**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**
Objective 1 – Implement a communication and engagement plan to ensure accurate and timely updates on progress of referendum projects with our community
Objective 2 – Develop and launch new district and school websites

***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**
Objective 1 – Implement action plan for the design and rebuild of Farnsworth and Urban Middle Schools
Objective 2 – Identify and implement energy savings opportunities throughout the District

**Goal 2 Enhance security and infrastructure for data storage and the fiber optic network**
Objective 1 – Establish a secondary data center
Objective 2 – Update the District's Cyber Security Plan and implement the Plan's proactive strategies

**Goal 3 Build supports for schools, students, and parents around transportation challenges**
Objective 1 – Support schools in minimizing the impact of transportation disruptions
Objective 2 – Update policies and procedure guidelines for employees transporting students with district owned vehicles