SHEBOYGAN AREA SCHOOL DISTRICT

BOARD OF EDUCATION

SHEBOYGAN AREA SCHOOL DISTRICT
Sheboygan, Wisconsin

SPECIAL SESSION
Tuesday, June 9, 2026
6:45 p.m.

A Special Session of the Board of Education of the Sheboygan Area School District will be held on Tuesday, June 9, 2026 at 6:45 p.m. in the library at Urban Middle School, 1226 North Avenue, Sheboygan, Wisconsin. The following items will be presented for consideration:

Please note that 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 www.youtube.com/@sheboyganschools at the scheduled meeting time.

I. Call to Order

II. Pledge of Allegiance

III. Roll Call (Informal)

IV. Approval of the Agenda (Action)

V. Effects of Tax Incremental Districts (TID) on School Districts – Dr. Jacob Konrath/Mr. Mark Boehlke (Information/Discussion)

VI. North High School Yearbook Students Field Trip – Ms. Rachel Ledezma (Information/Action)

Administration recommends approval for North High School Yearbook students to travel to Warrensburg, MO, during July 7-10, 2026, to participate in the Heart of America Summer Yearbook & Newspaper Workshop, as per Policy 2340.

VII. South High School Forensics Students Compete in the National Speech and Debate Association (NSDA) National Competition Field Trip – Ms. Rachel Ledezma (Information/Action)

Administration recommends approval for Sheboygan South High School Forensics students to travel to Richmond, VA, from June 14-20, 2026, to participate in the National Speech and Debate Association National Competition, as per Policy 2340.

VIII. Ratify Collective Bargaining Agreement with the Sheboygan Education Association (SEA) – Dr. Jacob Konrath/Mr. Mark Boehlke/Ms. Jami Hintz/Ms. Rachel Ledezma (Discussion/Possible Action)

Administration recommends approval to ratify the collective bargaining agreement and base wage settlement with the Sheboygan Education Association (SEA) with base wage settlement of 2.63% in the aggregate.

IX. 2026-27 Teacher Supplemental Wage Increase – Dr. Jacob Konrath/Mr. Mark Boehlke/Ms. Jami Hintz/Ms. Rachel Ledezma (Discussion/Possible Action)

Administration recommends a supplemental wage increase for the teacher group of 0.37%.

X. 2026-2027 Administrative and Support Staff Salary Increases – Dr. Jacob Konrath/Mr. Mark Boehlke/Ms. Jami Hintz/Ms. Rachel Ledezma (Discussion/Possible Action)

Administration is recommending a 3% salary increase for administrative and support staff effective July 1, 2026.

XI. 2025-2026 Strategic (Long-Range) Plan Quarterly Review – Dr. Jacob Konrath/Mr. Mark Boehlke/Ms. Jami Hintz/Ms. Rachel Ledezma (Information/Discussion)

XII. Review Updated and/or Recommended Objectives/Goals for the Strategic (Long-Range) Plan for 2026-2027 – Dr. Jacob Konrath/Mr. Mark Boehlke/Ms. Jami Hintz/Ms. Rachel Ledezma (Discussion/Possible Action)

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

XIV. Adjourn (Action)



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

JK:sas

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.

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: Tax Incremental Districts (TID's)

Date: June 9, 2026

Prepared by: Jacob Konrath/Mark Boehlke

Recommended action:

X Information only

Presentation/discussion

Discussion/action by committee

Discussion/action by Board of Education

Presentation/action next meeting

Purpose:

The purpose of this summary is to present the effect Tax Incremental Districts (TID's) have on the school district.

Recommendation:

Information only.

Background:

To understand how TID's affect school revenue, it is important to understand school revenue limits.

State imposed revenue limits determine the maximum amount of revenue a district can receive from a combination of property tax levy and general state aid, also call equalization aid. The revenue limit is determined by multiplying the current 3-year average resident pupil count by a per-pupil dollar amount determined by the state.

On October 15th of each year, the state releases the amount of equalization aid each district will receive. Districts are then allowed to levy the additional amount needed to reach the revenue limit. The

equalization aid formula has an inverse relationship with the local property wealth. Disricts with low per-pupil property value receive a larger share of their costs reimbursed through the equalization formula than districts with high per-pupil property valuations.

When a TID is created, the property value within the TID is frozen at "base value." As property values rise above that base, the additional revenue, the "increment", is captured by the municipality to pay for the development costs of the TID.

Because the TID Increment is excluded from the school district's taxable property base, the school district looks poorer than if that development had happened outside a TID. This can increase the state equalization aid the school district receives.

After the project costs are paid, the municipality closes the TID. The property value that gets added back into the school districts tax base and the per-pupil value increases, which can reduce equalization aid from the state.

Although TID's may affect the proportion of district revenue that comes from tax levy verses equalization aid, the total amount of revenue received by the district is not affected.

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

1. Name of Group: Notorious Publications- North High Yearbook
2. Date of Application: May 26, 2026
3. Person Making Application: Tiffany Diven - Advisor
4. School: North High School

5. Proposed Event: Heart of America Summer Yearbook & Newspaper Workshop
6. Destination: University of Central Missouri - Warrensburg, Missouri
7. Dates of Travel: July 7-10, 2026
8. Purpose: Enhance our skills, obtain more knowledge, and showcase our yearbooks
9. # of students (estimate): 4
10. # of chaperones: 1

11. Is this field trip a regional/national competition? [ ] Yes [x] No
12. If yes, what are the qualifying criteria for participation?

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	4
Cost Per Student	$960
Total for all Students	$3840

# of Chaperones	1
Cost Per Chaperone	$960
Total for All Chaperones	$960

Total Cost of Trip	$4800

B. Cost by Funding Source

Source			**Total**
Students	($	each	
Chaperones	($	each	
Student Group/Fundraising			$4800
Grants			
Building Funds			
District/Central Admin Funds			
Other - specify here:			
Total Cost of Trip			$4800

Continued on the next page

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? 3-day workshop run by Walsworth
b.	How will students demonstrate what they learned from this experience? (Please describe specific activities that will take place after the field trip.) National ranking yearbook coming in 2027
c.	How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities? Advisor
d.	Who will the chaperones be, and how were they selected? Tiffany Diven - Yearbook Advisor

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 (fm 2340f2)	x	Yes	___	No
• Student Travel Notice and Consent form (fm2340gf4)	x	Yes	___	No
• The Parent/Legal Guardian Excursion Waiver form (applies only to trips outside the continental US) (fm2340gf2)	___	Yes	x	No
• Parental Consent to Travel outside the 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	
Tiffany Diven	Advisor	x		
Nic Collins	Principal	x		via email
Rachel Ladzinski	Asst Supt – S&I			
	Superintendent			
	Board of Education			

8/27/13
New Form Number 9/18/14
Updated 8/12/2024

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

1. Name of Group: South High Forensics
2. Date of Application: 6/1/26
3. Person Making Application: Ben Kroll
4. School: South High

5. Proposed Event: National Speech and Debate Association (NSDA) tournament
6. Destination: Richmond, VA
7. Dates of Travel: June 14 to June 20, 2026
8. Purpose: Competition at the national championship tournament
9. # of students (estimate): 4
10. # of chaperones: 2

11. Is this field trip a regional/national competition? [X] Yes [ ] No
12. If yes, what are the qualifying criteria for participation? Students must place in the top spots of their category at the district level qualifier tournament

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	4
Cost Per Student	610
Total for all Students	2440

# of Chaperones	2
Cost Per Chaperone	760
Total for All Chaperones	1520

Total Cost of Trip	3960

B. Cost by Funding Source

Source			**Total**
Students	($ 700	each	2800
Chaperones	($	each	
Student Group/Fundraising			1160
Grants			
Building Funds			
District/Central Admin Funds			
Other - specify here:			
Total Cost of Trip			3960

Continued on the next page

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? Students will compete in the speech events they have qualified for and in supplemental competition events.
b.	How will students demonstrate what they learned from this experience? (Please describe specific activities that will take place after the field trip.) Students will receive feedback from judges and will review and reflect upon said feedback with the coaches.
c.	How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities? Coaches will be part of the judging staff for the tournament and will take part in coaching workshops throughout the week.
d.	Who will the chaperones be, and how were they selected? Chaperones are Ben Kroll and Malyssa Gabrielson, the coaches for the forensics team.

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 (fm 2340f2) X Yes ___ No
- Student Travel Notice and Consent form (fm2340gf4) X Yes ___ No
- The Parent/Legal Guardian Excursion Waiver form (applies only to trips outside the continental US) (fm2340gf2) ___ Yes X No
- Parental Consent to Travel outside the US ___ Yes X No

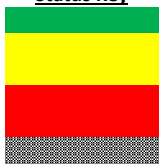
16. Route this form for approval. Follow the guidelines on the cover page of this form.

For Central Administration Use Only				
Signature	**Title**	**Recommended:**		**Comments**
		Yes	No	
Ben Kroll	Advisor	X		via email
Kevin Formolo	Principal	X		via email
Rachel Redlyn	Asst Supt – S&I			
	Superintendent			
	Board of Education			

Report to Board of Education on District Goals

Date: June 9, 2026
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



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!

2025-2026

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Each school will engage in school improvement efforts focused on monitoring key performance areas related to: Reading achievement, social-emotional well-being/attendance, college and career readiness, and multi-level systems of supports	• Each school will utilize our 4-step continuous improvement process (data reflection, goal setting, progress monitoring, and plan implementation) • Each school will hold a data retreat with their school leadership team to analyze academic screener data, standardized assessment results, attendance data, behavioral data, and school climate survey information before the start of the 2025-2026 school year • Each school will utilize their data analysis from the data retreat to develop school improvement goals/Student Learning Objectives (SLO) for the 2025-2026 school year that are aligned to the District's Long-Range Plan and the Educator Effectiveness process – a math, reading, and climate behavior related goal should be included in the school's Student Learning Objectives (SLO) • Each school will progress monitor their school improvement goal/SLO at the mid-year and end-of-year mark • Schools will use longitudinal data from the College and Career Readiness Accountability Report Card to measure growth	**September 2025** • Each school has completed the initial steps of the continuous improvement process by holding a data retreat with their school leadership teams and setting annual goals. • Each school will share a school improvement goal/SLO progress update by February 2026 for the mid-year update and by May 2026 for the end-of-year update. • Continuous improvement results from individual schools will be reviewed regularly at principal meetings throughout the school year. **March 2026** • Building leadership teams reviewed winter academic screener data and attendance trends during mid-year data review meetings. • Schools are completing mid-year progress monitoring of their school goals for reading achievement and growth, math achievement and growth, attendance, and College & Career Readiness measures. • Principals will share progress updates during March principal meetings. **June 2026** • All end-of-year data will be reviewed at the June 11, 2026 All Principal Meeting. • Schools will hold data retreats over the Summer of 2026 and set school-level goals	June 2026	

		● Note: During the first semester, we will gather a team to assess our survey tools and process	aligned to the district goals/ Key Performance Indicators (KPIs). ● Evaluation of survey tools for students, staff, and parents to occur in 2026-2027.		
2	Deliver Benchmark Advance as the universal English Language Arts (ELA) curriculum for grades K5-5 instruction with fidelity	● Provide foundational training in Benchmark Advance for all K5–5 classroom teachers ● Establish instructional pacing guides aligned to the scope and sequence of the curriculum ● Facilitate grade-level team collaboration to promote consistent use of aligned resources and instructional strategies ● Monitor and support implementation to ensure fidelity and address instructional needs	**September 2025** ● Foundational training in Benchmark Advance for all K5–5 classroom teachers was provided during Summer 2025 and pre-session. All K5-5 classroom teachers were trained before the start of the 2025-2026 school year. ● A professional development calendar has been established that targets time for K5-5 educators to establish pacing guides and allows for grade-level team collaboration. Teams will continue to meet throughout the 2025-2026 school year. ● Coordinators, principals, and instructional coaches will conduct rounding sessions to solicit feedback and provide targeted supports. **December 2025** ● Benchmark consultants trained staff on the September PD day, and a district implementation team supported troubleshooting on the October PD day. ● A guiding document was distributed in November, outlining the program components expected for implementation. ● Coordinators, principals, and instructional coaches conducted learning walks to monitor implementation. **March 2026** ● K-5 Elementary teachers engaged in professional learning related to writing, which was led by Benchmark Advance consultants on the February professional development day. **June 2026** ● Benchmark Guidance 26-27 and 26-27 Pacing Guide revised and shared; Learning Walk Focus will target Teacher Clarity, Pacing, and Prioritizing Instruction and Student Discourse.	June 2026	

3	Utilize a walkthrough tool to systematically observe and assess instructional practices across all K-8 schools during learning walks	● Launch a standardized walkthrough tool to ensure consistency in observing instructional practices ● Train all school leaders on conducting effective walkthroughs with a focus on student engagement, instructional rigor, and alignment to grade-level standards ● Establish a regular schedule for school leaders to complete walkthroughs across classrooms ● Collect and analyze walkthrough data to identify instructional trends and areas for growth ● Use walkthrough data to inform and guide professional learning at the school and district levels	**September 2025** ● K5-5th-grade principals and coaches submitted results of learning walks. District themes were developed. ● The results of the first learning walks will establish a focus for spring learning walks and February professional development. ● Middle school administration will conduct an assessment of our middle schools based on the American Middle Level Education Association's (AMLE) model of a Successful Middle School. ● Middle school administration will use the results of this assessment to develop a standardized walkthrough tool to use during the second semester. **March 2026** ● Elementary principals and coaches conducted a second round of learning walks in February and March. ● Middle school principals have developed a walkthrough tool related to Advisory/ Homeroom based on the results of the AMLE survey. **June 2026** ● Learning Walk Focus will target Teacher Clarity, Pacing, and Prioritizing Instruction and Student Discourse in Elementary ELA; A look for tool will be developed. ● Middle school principals have a round of walkthroughs between April-May and will move forward with enhancing Advisory/ Homeroom based on the results of the AMLE survey.	June 2026	
4	Continue to provide targeted learning opportunities related to data-driven decision making and instruction for Professional Learning Communities (PLCs)	● Engage Professional Learning Community (PLC) experts to provide professional learning focused on effective data analysis and application within collaborative team structures ● Train teacher leaders and administrators on developing high-quality common formative assessments and collecting student learning evidence aligned to essential standards ● Support PLC teams in using data protocols to analyze assessment results, identify	**September 2025** ● On 9/26/2025, districtwide department teams will participate in a PLC at Work professional learning experience facilitated by an external consultant. ● These teams will update their collaborative learning team action plans. ● Teams will explore the use of common formative assessments and data protocol tools.	June 2026	

		trends, and determine root causes of learning gaps ● Guide teams in applying data findings to adjust Tier 1 instruction, develop targeted interventions, and enrich learning opportunities for all students ● Establish a system for ongoing monitoring and reflection to evaluate how data-informed PLC practices are impacting student achievement and instructional quality	**December 2025** ● Districtwide department teams continued to update their collaborative learning team action plans. ● The teams will explore the use of common formative assessments and data protocol tools. ● PLC consultant led a coaching session for Middle and High School principals in November. **March 2026** ● An external consultant met with our middle and high school principals related to building a guiding coalition to enhance a Professional Learning Community (PLC) culture in their school buildings. ● Middle school and high school buildings developed a guiding coalition for their schools. ● This external consultant will provide a professional learning experience for middle and high school teachers and administrators related to data-driven instruction at the March professional learning day. **June 2026** ● Each middle and high school has formed a Guiding Coalition, which will oversee the fidelity of (Professional Learning Community) PLC implementation and lead schools through change efforts.		

Report to Board of Education on District Goals

Date: June 9, 2026

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

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!

2025-2026

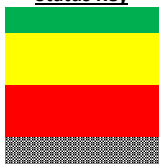
Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Instructional Technology will continue to engage educators in the exploration of a standardized classroom plan option	• Ongoing collaboration between Instructional Technology and Information Technology • Consult with the Technology Governance Committee (TAG) and/or a representative team on final decision • Report update to school board • Upon approval launch phased implementation • Provide training and ongoing support	**September 2025** • There were sessions provided at TECHknow 2025 that discussed the Standardized Classroom and the next steps that we are taking to investigate the possibility/feasibility of this initiative. • We are reviewing the tariff impact for Newline boards and Chromebooks, since this may negatively impact the original budget projections. • The team will continue to evaluate the budget impact. **December 2025** • The team will provide an update related to the budget impact on standardized classroom planning to EMT and the Technology Governance committee in November/December. **March 2026** • The Standardized Classroom initiative remains part of the district's long-range instructional planning. • During this quarter, district leaders continued reviewing technological structures that support consistency and the tariff impact on the budget.	June 2026	

			● Future consideration of this work will occur as part of broader district planning and prioritization efforts. **June 2026** ● Based on budgetary needs the Executive Management Team (EMT) and Technology Governance Committee (TGC) have decided to move forward with Mac Neos for all staff based on the normal replacement cycle. The student Chromebook replacement schedule will also be extended from four years to five years.		
2	Student and Instructional Technology will support the implementation of the NextPath data visualization platform to support Data Analysis Teams (DAT)	● Launch infrastructure and training ● Pilot implementation at selected schools ● Transition to full implementation across all school sites ● Monitor implementation and evaluate impact	**September 2025** ● We continue to work on getting all of the NextPath features operationalized. ● We have identified 5 key tasks that we want every education and school administrator to be able to perform independently. **December 2025** ● Training has been provided to small and large groups since the start of the school year. ● Leadership teams have started building out elementary school data walls/Indicators that will allow teams to more effectively provide early intervention and progress monitor interventions provided. **March 2026** ● District and school leaders continued expanding their use of the NextPath data visualization platform to support Data Analysis Teams (DAT) and school improvement efforts. ● Schools are increasingly using NextPath dashboards to monitor student progress, identify trends, and inform instructional decision-making. ● Implementation remains ongoing as teams work toward consistent use of the platform with training and coaching.	June 2026	

Report to Board of Education on District Goals

Date: June 9, 2026
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



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!

2025-2026

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
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	• Assess use of current universal SEL curriculum (counselor-created for K-5 and Second Step for 6-8) • Research other universal curricula • Complete a pilot cycle of universal SEL curriculum options • Make a final recommendation • Action plan ways that school counselors can support districtwide academic and SEL goals	**September 2025** • In September, the team convened to review the strengths and gaps of the current curriculum and to establish priorities for a new curriculum. **December 2025** • In Oct. and Nov., an elementary school counselor team piloted two SEL curricula. • The curricula support the guidance standards, tier two supports, and integration into MTSS. **March 2026** • The pilot team has recommended that Second Step be utilized as the universal guidance curriculum for K4-5th grade. • The team will develop a scope and sequence and align resources for implementation in Fall 2026. • Character Strong is being piloted for grades 6-8 as a universal SEL. • The pilot team will make a final determination by May 2026. **June 2026** • The K-5 counselors recommend the Second Step Curriculum for their universal guidance/ SEL curriculum. The 6-8 counselors recommended Character Strong as their universal curriculum. Both Second Step and Character Strong will be implemented for the 26-27 school year.	June 2026	

Report to Board of Education on District Goals

Date: June 9, 2026
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

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!

2025-2026

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
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	• HR ensures that all staff have access to district information and opportunities to share input, supporting transparency, consistency, and a sense of belonging	• Hosted a Welcome Back Bash to connect with all staff, build community, and reinforce engagement at the start of the school year. • The Employee Experience Specialist is participating in a creation-lab with the Wellness Council of Wisconsin and a workplace culture consultant to develop and test a belonging toolkit designed to actively foster organizational culture and staff value. • Launching the We Are SASD Support Staff Committee to create a platform for support staff voice, feedback, and collaboration. This committee is designed to strengthen belonging, elevate recognition, and ensure support staff perspectives actively shape district culture and engagement efforts. • Collaborated with the Executive Management Team (EMT) to ensure staff received timely and transparent communication regarding state funding impacts, district budget considerations, and organizational changes affecting SASD operations and planning.	June 2026	

2	Ensure that our compensation and benefits package are comparable to or better than other similar districts	• Staff feel fairly compensated; HR confirms alignment with similar districts	• Completed annual compensation comparisons with multiple Wisconsin districts to monitor competitiveness.	June 2026	
3	Promote employee engagement and recognition through celebrations and ongoing acknowledgment of contributions	• Staff are regularly acknowledged through formal or informal recognition; celebrations occur throughout the year	• Introduced the leadership team to a We Are SASD campaign to celebrate staff stories, successes, and district pride, highlighting how every role contributes to the success and well-being of students, colleagues, and the community. • Developing a streamlined process for recognizing staff contributions that aligns with district brand strengths: opportunity, choice, diversity, inclusion, and community impact. • Rolled out the first edition of the We Are SASD initiative, a staff recognition initiative celebrating the contributions of all staff members across the district. This initiative highlights the dedication, collaboration, and impact of each individual on student success and community strength. Link to the first edition: https://app.smore.com/n/yqd15 • Continued the district's annual retiree recognition efforts through student-created gifts, Board recognition, and appreciation initiatives designed to honor employee dedication, celebrate years of service, and reinforce a culture of value and gratitude across SASD.	June 2026	
4	Address staff absenteeism proactively through improved tracking, support, and accountability measures	• Absences are addressed promptly; supervisors and HR are aware of attendance concerns and support measures are implemented	• Educating staff on district policies and available time off options, engaging in discussions with principals and supervisors regarding attendance concerns, promoting EAP resources when appropriate, and closely monitoring absenteeism trends to ensure timely support and accountability. • Implemented quarterly absenteeism audits to identify patterns, provide support, and ensure consistent follow-up. • Provide principals and supervisors with attendance reports and coaching on how to address concerns effectively.	June 2026	
5	Equip principals and supervisors with tools and knowledge to promote positive work environments and elevate staff morale	• Principals and supervisors use provided tools to foster positive work environments; staff feel supported	• Delivered a presentation to principals on belonging, mattering, and the importance of supportive leadership, incorporating research and best practices from	June 2026	

			organizational psychologists and leadership experts. • Developed and shared template for expectation memos, improvement plans, and documentation to support consistent, fair leadership practices across buildings. • Implemented and continue to utilize annual Staffing Snapshot sheets to enhance transparency in the staffing process, providing principals and the S&I team with real-time data to support informed and collaborative staffing decisions across buildings. • Facilitated a principal and assistant principal recognition and feedback activity focused on providing meaningful, individualized acknowledgment of leadership strengths, contributions, and support provided to others. The activity emphasized the importance of helping employees understand not only that they are valued, but specifically why they matter, with the goal of reinforcing positive leadership practices and strengthening workplace culture across school sites. • Implemented a fully electronic hiring approval and onboarding process, replacing a paper-based system to improve efficiency, reduce administrative burden, and support a more timely interview-to-offer experience for principals, supervisors, and candidates.		

Report to Board of Education on District Goals

Date: June 9, 2026
Pillar 2: Exceptional Staff – Provide extraordinary service to meet the needs of our students and community by recruiting and retaining exceptional staff
Goal 2: Strengthen our workforce by implementing targeted strategies to attract, recruit, and retain talent

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!

2025-2026

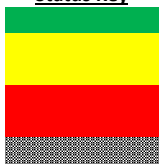
Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Promote our district as an ideal destination, with diverse schools, innovative programs, and an ideal place to grow your career	• Recruitment materials, website, and social media reflect diverse schools and innovative programs; outreach events and partnerships taking place as opportunities arise	• Initiated conversations with the Communications team to align next year's recruitment strategy with district branding and elevate promotion of the District. • Enhancing visibility of district opportunities through increased HR presence at career fairs and community initiatives. • Collaborating with the Communications & Marketing Team to design our spring/summer recruitment campaign, aligning it with next school year's staffing needs and the *We Are SASD* recognition efforts. This campaign will utilize social media, newspapers, billboards, and other platforms to continue promoting the district's branding and highlight our diverse schools and innovative programs. • Continued to monitor district staffing needs throughout the end of the school year and adjusted recruitment and advertising strategies in collaboration with the Communications & Marketing team to better connect with and attract potential candidates.	June 2026	
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	• The District remains prepared to act quickly on supports or targeted incentives for high-need areas, especially Special Education, within current or expanded resources	• Exploring strategies to support special education staffing and workload, including additional support roles, longevity bonuses, or targeted assistance for unlicensed teachers.	June 2026	

			• Maintain ongoing communication with S&I and special education teams to ensure needs and concerns are acknowledged and addressed where feasible. • Actively pursuing a potential collaboration with CESA 7 to provide a high-quality Special Education licensure program, supporting the recruitment and retention strategy for this critical shortage area while managing program costs.		

Report to Board of Education on District Goals

Date: June 9, 2026
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!

2025-2026

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Expand the effectiveness of mass communication with families.	• Implement an improved mass communication system for district/school to family communications (emergency notifications, school event information, attendance, etc.)	• Messages XR is live - This allows for real-time translation and simultaneous communications via email, text, voice, and social media.	June 2026	
2	Expand methods and opportunities for 2-way communication with families.	• Implement communication tools and develop an onboarding plan for a 2-way communication app to support teacher-to-family communication	• App and messaging tool shared with staff. PD on best practices during presession. Parent rollout during registration.	June 2026	

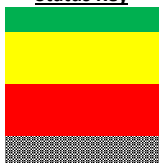
Report to Board of Education on District Goals

Date: June 9, 2026

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



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Finished	Project is complete!

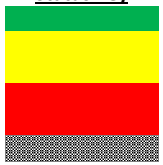
2025-2026

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Implement a communication and engagement plan to ensure accurate and timely updates on the progress of referendum projects with our community	• Community awareness of the construction process • Involvement of the community in the referendum process through special events	• Continued updates shared with board. • Interior video available for January Board of Education meeting. • Construction process remains on time and within the budget contingencies. • Communication continues to be updated on the website, social media, and in the parent newsletter. • Focus on new building and new framework for middle school effectiveness. • Refining timelines and budget. • Communications with staff currently happening. • Parent/Community communication prior to EOY.	June 2026	
2	Develop and launch new district and school websites	• District and school websites launched and are functioning effectively	• Website is live; successful launch. • Fine-tuning of specific pages and working with individual schools continues.	June 2026	

Report to Board of Education on District Goals

Date: June 9, 2026
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!

2025-2026

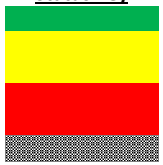
Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Implement action plan for the design and rebuild of Farnsworth and Urban Middle Schools	• Referendum borrowing • Building and site design and engineering • Project bidding and awarding of contracts • Construction	• Board approved borrowing resolution on 11-26-2024 • Kickoff meeting with Bray Architects for school design process on 11-27-2024 • 12-30-2024 $93m bond proceeds received • Core Planning Team toured middle schools on 1-17-2025 • Updated plans and exterior renderings shared at the 5-27-2025 Board meeting • 12-4-2025 Urban Phasing meetings started • $9.5m bonds dated 12-15-2025 • 2-3-2026 Electrical plans finalized • 2-20-2026 Bids released • 3-18-2-2026 Urban bids received • 4-22-2026 Farnsworth bids received • 5-11-2026 Urban open house event	June 2026	
2	Identify and implement energy savings opportunities throughout the District	• Electric usage monitoring and analysis • Energy sustainability education and awareness • 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 • 8-13-24 meeting with South High School student advisor of Renewable Redwings Michael Aprill and SASD retiree Steve Griffith to discuss student involvement with energy sustainability and awareness campaign in our school buildings • Data Wrangler installations completed • 11-14-2024 meeting with Data Wrangler to look at initial usage reports	June 2026	

			• 2-19-2025 Data Wrangler presentation to NHS Interact Club • 4-30-2025 Geothermal discussion with Bray, Quasius/Smith, and HGA • HGA feasibility Contract signed for study • 8-11-25 custodial training on the Data Wrangler energy portal • 1-7-26 Reviewed solar designs for the Middle School projects with Bray, Quasius/Smith and Arch Solar		

Report to Board of Education on District Goals

Date: June 9, 2026
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!

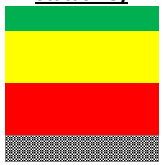
2025-2026

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 • 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 • E-Rate application approved • 5-15-2025 Implementation meeting with vendor for installation and configuration • Secondary internet connection installed at the ASB 7-25 • Equipment installed and configured for secondary data center 8-25	June 2026	
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 • Implement Network Access Control (NAC) system • Update security for Wi-Fi infrastructure	• Specifications developed for Network Access Control (NAC) system • Implemented the mandatory Skyward Multi-Factor Authentication for Skyward financial users • Implemented staff cybersecurity education program • Expanded Multi-Factor Authentication with Google MFA • Plan to require Google 2FA for all staff presented at 11-24-2025 EMT meeting • 2-9-2026 Google 2FA required for all staff • 2-16-2026 95% of staff set up with Google 2FA	June 2026	

Report to Board of Education on District Goals

Date: June 9, 2026
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
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Deadline	We are not on track and have no plan to get plan back to green
Finished	Project is complete!

2025-2026

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Support schools in minimizing the impact of transportation disruptions	• Assist in Prigge driver recruitment • Install Wi-Fi on busses • Implement Wayfinder student bus attendance tracker • Begin replacement of bus cameras	• Wi-Fi installation completed 8-16-24 • Began piloting Wayfinder with 9 drivers starting in 2-25 • 3-25 tested student RFID cards with two elementary schools • Replaced camera systems on 5 buses 8-25 • 10-25 RFID system in place for two-thirds of total trips • 2-26 RFID in use for 75% of total trips • Purchase order completed for remaining bus cameras with a planned summer installation	June 2026	
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 • Update administrative guidelines to align with state statutes and best practices	• Driver background checks are up to date • Employee driver contracts sent out 8-14-25	June 2026	

SHEBOYGAN AREA SCHOOL DISTRICT
Strategic (Long-Range) Plan Update 2026-2027

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 Every learner demonstrates continuous growth towards the academic standards

Objective 1 – Each school will engage in school improvement efforts focused on monitoring Key Performance Indicators (KPIs) related to: reading achievement, math achievement, social emotional well-being/attendance, college and career readiness, and Multi-Level Systems of Support (MLSS)

Objective 2 – Organize a representative team to engage in a review process for our universal screener tools (academic and social emotional well-being)

Goal 2 Every learner demonstrates continuous growth towards the social-emotional competencies

Objective 1 – Leverage a district leadership team to assess an action plan for our overall positive behavior framework districtwide

Goal 3 Each school maintains a Multi-Level System of Supports (MLSS) and data-driven Professional Learning Communities (PLCs)

Objective 1 – Continue to support school level Guiding Coalitions as they oversee Professional Learning Communities (PLCs) focused on data-driven decision making and instruction

Objective 2 – Utilize a walkthrough tool to systematically observe, assess, and provide feedback related to instructional practices across all K-12 schools

Objective 3 – Student and Instructional Services will support the implementation of the NextPath data visualization platform to support Data Analysis Teams (DAT)

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 Build a professional culture where employees feel valued, understand expectations, and are supported to succeed

Objective 1 – Strengthen organizational identity and connection through the We Are SASD initiative, highlighting employee impact, contributions, and shared commitment to students and community

Objective 2 – Promote clear, consistent communication that reinforces district priorities, expectations, and shared understanding of organizational goals and initiatives

Objective 3 – Ensure compensation, benefits, and employee supports remain competitive, sustainable, and responsive to workforce needs

Objective 4 – Promote workforce reliability and employee accountability through consistent expectations, support, and attendance practices

Goal 2 Develop courageous and effective people leaders who foster positive workplace cultures, support employee success, and uphold expectations

Objective 1 – Provide principals and supervisors with leadership development opportunities, coaching, and practical resources that strengthen communication, accountability, employee recognition, and workplace culture

Objective 2 – Promote consistent leadership practices that balance support, recognition, and accountability while reinforcing a culture of professionalism, belonging, and shared responsibility

Goal 3 Attract, develop, and retain a high-quality workforce that reflects the needs of our students and community

Objective 1 – Promote SASD as an employer of choice through strategic recruitment and marketing

Objective 2 – Implement recruitment and retention strategies that support staffing needs in hard-to-fill and critical positions

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 – Implement the SASD app and 2-way messaging option

Objective 2 – Implement policy and best practices pertaining to Wisconsin Act 89

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 – Effectively communicate across the community on important topics related to academic outcome measures, school finance, and referendum progress

Objective 2 – Ensure online presence is in compliance with all ADA standards

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 Increase public education and awareness around public school finance

Objective 1 – Establish and engage in public awareness events

Objective 2 – Communicate key financial information and education to all stakeholders

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

Goal 4 School capacity/consolidation analysis

Objective 1 – Review student enrollment data and future enrollment projections in relation to school capacity/consolidation

Objective 2 – Determine if consolidation efforts are prudent in the immediate future 1-3 years