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

BOARD OF EDUCATION 2021  
Ann Garrity, President  
Mark Cassellius, Vice President  
Brian Haefs, Clerk  
Shawn McAlister, Treasurer  
Tony Benson, Director  
Tesia Marshik, Director  
Aaron McDonald, Director

Who Governs the Schools? Onalaska – A Unified School District

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

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

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

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

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

Although we continue to weather the COVID storm into this current school year we celebrate the fact that our students are in the buildings full time. We have asked a lot of our students and staff over the past 18 months and they have risen to the challenge over and over again. Students have proven they are resilient and determined to be in school with their peers. Our staff have proven they are committed to our mission statement “High levels of learning for all” regardless of the mode of learning. Speaking for the Board of Education I cannot begin to express how proud we are of this School District!!

Despite the obstacles that have been created by this pandemic we continue to work diligently to reach the goals outlined in our strategic plan. Our goals remain focused on student learning and are challenging, but attainable. They are goals that we can reach because of the outstanding staff we have here in Onalaska; a staff that is committed first and foremost to the children of this community; a staff that is willing to work collaboratively with all levels to develop the most creative and student focused learning environment.

None of this is possible without the ongoing support of the larger Onalaska community. We are fortunate to have a community that values education and takes an active role in supporting our students. We have a lot to celebrate here in Onalaska, thank you!!

Ann M Garrity
Board President
A Message from Superintendent Todd Antony

I am pleased to present this Annual Report in an effort to provide an accurate assessment of the current state of the District. The global pandemic continues to affect district operations and society as a whole. However, we are very pleased with the success of the mitigation strategies that have been put in place and a focus on ensuring in-person learning. We know learning happens best when students are in the classroom and engaged with their teachers. This Annual Report provides instructional and financial highlights from 2020-21 and outlines our plan for accomplishing the Board of Education goals as articulated in the district’s strategic plan. Continued success is built on strong relationships between everyone involved including our school board, our entire faculty and staff, students, families and the broader community.

Not only did the 2020-21 year look like no other in recent history as far as instruction and programming, it looked like no other fiscally. Resources were allocated to significant improvements in our HVAC systems, maintaining smaller class sizes and cohorts, contact tracing, and cleaning and general COVID supplies.

Moving forward into 2021-22 and beyond, as a result of the state legislature in the budget process, the District will be provided no additional revenue through local or state tax sources. The message is clear that the approved state budget expects districts to rely heavily on one time federal funds to maintain existing programming and their inflationary costs. This will require us to scale back our original plan to utilize this federal funding to provide additional services to address the effects on learning caused by the pandemic.

Thank you to the Onalaska community for its continued support of student programs and services through the passage of an operational referendum in the fall of 2018. The increased funding allows the District to maintain the excellent programming expected by the community. The current referendum continues through the 2023-24 school year. Unfortunately, inconsistent financial support for public education at the state level continues to put increased pressure on local district budgets and the likelihood of needing to again request additional funds through an operational referendum.

Academically, we continue to be above the state in most categories in the areas of English Language Arts (ELA), Mathematics, Social Studies, and Science. Every building continues to check in on identified achievement gaps, and in several buildings, we can celebrate those gaps closing over time; where gaps are stagnant or growing, educators are pivoting and changing their practices to better meet the needs of all students. With the exception of last year, each year, we are graded by the Wisconsin Department of Public Instruction (DPI) on District and School Report Cards. The overall grade is based on student achievement in ELA and Mathematics, our graduation rate, how much student achievement grows over time, as well as how well we close achievement gaps between various groups of students. This year, the reports will take on a slightly different look which will make it easier for schools and districts to respond to the results systematically. The Accountability Report Cards also grade our schools on how well they prepare students to be college and career ready. This year’s Accountability Report Cards are not yet available; however, in previous years our schools and The District overall have exceeded or significantly exceeded state expectations. The 2020-21 Report Cards will be made public later this fall and can be accessed at the DPI website by going to https://apps2.dpi.wi.gov/reportcards/.

The Board of Education Strategic Plan Goals developed in 2016-17 measure American College Testing (ACT) score growth, high school Advanced Placement (AP) test participation and scores and K-10 reading and math achievement growth. The Strategic Plan Scorecard keeps a longitudinal record of goal
progress. The score card can be found at this link:
In addition to high academic achievement, the District can be proud of the elective offerings, fine arts
programming and co curricular opportunities for our students. Such programming ensures that we are
cultivating the many interests and talents of our students and meeting the needs of the whole child.

Education is one of the most challenging and rewarding professions. It takes the best and brightest to do it
well. We are fortunate that we are able to attract and retain a high quality staff who are energized day in and
day out to do the right work on behalf of the students we serve.

As I move into my third year as superintendent, I can affirm that the state of the School District of Onalaska
is sound. Although uncertainty in state funding is a challenge, we continue to operate the district within the
realities that we face. Our mission statement says we will work together to ensure high levels of learning for
all. This means that we will work to meet the needs of each and every student. In closing, I encourage you to
contact me with any questions or comments you might have regarding this Annual Report or any other
business of the District.

Thank you for your continued support.

Todd L. Antony
Superintendent
The proposed budget shown on the following pages includes prior year unaudited information. It will be brought to a public hearing at 6 pm on Monday, September 27, 2021. The level of detail presented for budget adoption is the level which is suggested by the Wisconsin Department of Public Instruction. For a more detailed budget report, please visit the Finance page under District Services at www.onalaskaschools.com or contact the District Office, 237 2nd Ave S, Onalaska, WI (608-781-9700).

-Kent Ellickson, Director of Finance & Business Services

2021-2022 Budgeted Revenue - General & Special Ed Funds, Combined

2021-2022 Budgeted General & Special Ed Fund Expenditures, Combined
<table>
<thead>
<tr>
<th>FUND</th>
<th>Audited 2019-20</th>
<th>Unaudited 2020-21</th>
<th>Budget 2021-22</th>
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<tr>
<td>TOTAL SCHOOL LEVY</td>
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<td>17,829,376.00</td>
<td>18,326,423.00</td>
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PERCENTAGE INCREASE –
TOTAL LEVY FROM PRIOR YEAR -3.38% 2.79%
### GENERAL FUND (FUND 10)

<table>
<thead>
<tr>
<th>Description</th>
<th>Audited 2019-20</th>
<th>Unaudited 2020-21</th>
<th>Budget 2021-22</th>
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</thead>
<tbody>
<tr>
<td>Beginning Fund Balance (Account 930 000)</td>
<td>6,293,992.63</td>
<td>7,015,040.81</td>
<td>7,960,293.44</td>
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<tr>
<td><strong>TOTAL ENDING FUND BALANCE (ACCT. 930 000)</strong></td>
<td>7,015,040.81</td>
<td>7,960,293.44</td>
<td>7,960,293.44</td>
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### REVENUES & OTHER FINANCING SOURCES

#### Local Sources
- **210 Taxes**
  - 240 Payments for Services
    - 260 Non-Capital Sales
      - 270 School Activity Income
        - 280 Interest on Investments
          - 290 Other Revenue, Local Sources

#### Subtotal Local Sources
- 340 Payments for Services

#### Subtotal Other School Districts within Wisconsin
- 770 Other

#### Subtotal Intermediate Sources
- 770 Other

#### State Sources
- 610 State Aid -- Categorical
- 620 State Aid -- General
- 630 DPI Special Project Grants
- 690 Other Revenue

#### Subtotal State Sources
- 249,931.67

#### Federal Sources
- 710 Federal Aid - Categorical
- 730 DPI Special Project Grants
- 750 IASA Grants
- 770 Other Federal Revenue Through Local Units
- 780 Other Federal Revenue Through State

#### Subtotal Federal Sources
- 410,820.86

#### Other Revenues
- 960 Adjustments
- 970 Refund of Disbursement
- 990 Miscellaneous

#### Subtotal Other Revenues
- 140,221.53

#### TOTAL REVENUES & OTHER FINANCING SOURCES
- 38,040,177.07

### EXPENDITURES & OTHER FINANCING USES

#### Instruction
- 110 000 Undifferentiated Curriculum
- 120 000 Regular Curriculum
- 130 000 Vocational Curriculum
- 140 000 Physical Curriculum
- 160 000 Co-Curricular Activities
- 170 000 Other Special Needs

#### Subtotal Instruction
- 18,780,116.00

#### Support Sources
- 210 000 Pupil Services
- 220 000 Instructional Staff Services
- 230 000 General Administration
- 240 000 School Building Administration

#### TOTAL EXPENDITURES & OTHER FINANCING USES
- 38,040,177.07
## BUDGET ADOPTION 2021-22

<table>
<thead>
<tr>
<th></th>
<th>Audited 2019-20</th>
<th>Unaudited 2020-21</th>
<th>Budget 2021-22</th>
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<td>250 000 Business Administration</td>
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<td>260 000 Central Services</td>
<td>230,297.77</td>
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<td>282,042.00</td>
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<td>270 000 Insurance &amp; Judgments</td>
<td>245,220.47</td>
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<td>269,012.00</td>
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<td>280 000 Debt Services</td>
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<td>290 000 Other Support Services</td>
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<td><strong>Subtotal Support Sources</strong></td>
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<td><strong>Non-Program Transactions</strong></td>
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<tr>
<td>410 000 Inter-fund Transfers</td>
<td>3,988,976.40</td>
<td>4,479,339.64</td>
<td>4,686,972.00</td>
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<tr>
<td>430 000 Instructional Service Payments</td>
<td>2,305,324.71</td>
<td>2,377,909.78</td>
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<td>490 000 Other Non-Program Transactions</td>
<td>120,983.47</td>
<td>86,041.51</td>
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<td><strong>Subtotal Non-Program Transactions</strong></td>
<td>6,415,284.58</td>
<td>6,943,291.03</td>
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<td><strong>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</strong></td>
<td>37,319,128.89</td>
<td>38,483,942.50</td>
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## SPECIAL PROJECT FUND (FUND 21)

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<th>Audited 2019-20</th>
<th>Unaudited 2020-21</th>
<th>Budget 2021-22</th>
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<tr>
<td>900 000 Beginning Fund Balance</td>
<td>211,032.47</td>
<td>228,176.74</td>
<td>573,047.72</td>
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<tr>
<td>900 000 Ending Fund Balance</td>
<td>228,176.74</td>
<td>573,047.72</td>
<td>573,047.72</td>
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<td><strong>REVENUES &amp; OTHER FINANCING SOURCES</strong></td>
<td>347,591.95</td>
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<td>100 000 Instruction</td>
<td>292,242.14</td>
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<td>200 000 Support Services</td>
<td>38,205.54</td>
<td>61,929.22</td>
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<td>400 000 Non-Program Transactions</td>
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<td><strong>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</strong></td>
<td>330,447.68</td>
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## SPECIAL EDUCATION FUND (FUND 27)

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<th>Audited 2019-20</th>
<th>Unaudited 2020-21</th>
<th>Budget 2021-22</th>
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<tr>
<td>900 000 Beginning Fund Balance</td>
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<tr>
<td>900 000 Ending Fund Balance</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td><strong>REVENUES &amp; OTHER FINANCING SOURCES</strong></td>
<td>3,834,250.57</td>
<td>4,071,219.24</td>
<td>4,388,972.00</td>
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<tr>
<td>100 Transfers-in</td>
<td>3,834,250.57</td>
<td>4,071,219.24</td>
<td>4,388,972.00</td>
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<tr>
<td><strong>Subtotal Local Sources</strong></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td><strong>Other School Districts Within Wisconsin</strong></td>
<td>0.00</td>
<td>5,484.09</td>
<td>0.00</td>
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<tr>
<td>310 Transit of Aids</td>
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<td>5,484.09</td>
<td>0.00</td>
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<tr>
<td><strong>Subtotal Other School Districts within Wisconsin</strong></td>
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<td><strong>Intermediate Sources</strong></td>
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<td>11,709.46</td>
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<td>510 Transit of Aids</td>
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<tr>
<td><strong>Subtotal Intermediate Sources</strong></td>
<td>15,833.63</td>
<td>11,709.46</td>
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## BUDGET ADOPTION 2021-22

### State Sources

<table>
<thead>
<tr>
<th>Source Description</th>
<th>Audited 2019-20</th>
<th>Unaudited 2020-21</th>
<th>Budget 2021-22</th>
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<tbody>
<tr>
<td>610 State Aid -- Categorical</td>
<td>1,232,279.00</td>
<td>1,422,503.00</td>
<td>1,421,549.00</td>
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<tr>
<td>620 State Aid -- General</td>
<td>30,388.00</td>
<td>3,652.00</td>
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<tr>
<td>690 Other Revenue</td>
<td>7,000.00</td>
<td>19,000.00</td>
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<td><strong>Subtotal State Sources</strong></td>
<td><strong>1,269,667.00</strong></td>
<td><strong>1,454,155.00</strong></td>
<td><strong>1,421,549.00</strong></td>
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<tr>
<td>730 DPI Special Project Grants</td>
<td>600,150.04</td>
<td>482,025.98</td>
<td>780,437.00</td>
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<tr>
<td>780 Other Federal Revenue Through State</td>
<td>172,881.04</td>
<td>144,761.90</td>
<td>110,000.00</td>
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<td><strong>Subtotal Federal Sources</strong></td>
<td><strong>773,031.08</strong></td>
<td><strong>626,787.88</strong></td>
<td><strong>890,437.00</strong></td>
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<tr>
<td><strong>Subtotal Other Revenues</strong></td>
<td><strong>0.00</strong></td>
<td><strong>2,051.44</strong></td>
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<tr>
<td><strong>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</strong></td>
<td><strong>5,892,762.28</strong></td>
<td><strong>6,162,407.11</strong></td>
<td><strong>6,898,956.00</strong></td>
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### EXPENDITURES & OTHER FINANCING USES

<table>
<thead>
<tr>
<th>Use Description</th>
<th>Audited 2019-20</th>
<th>Unaudited 2020-21</th>
<th>Budget 2021-22</th>
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<tbody>
<tr>
<td>150 000 Special Education Curriculum</td>
<td>4,510,494.70</td>
<td>4,897,725.28</td>
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<td><strong>Subtotal Instruction</strong></td>
<td><strong>4,510,494.70</strong></td>
<td><strong>4,897,725.28</strong></td>
<td><strong>5,238,601.00</strong></td>
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<tr>
<td><strong>Support Sources</strong></td>
<td><strong>6,300,797.79</strong></td>
<td><strong>662,314.87</strong></td>
<td><strong>709,876.00</strong></td>
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<tr>
<td>210 000 Pupil Services</td>
<td>630,007.79</td>
<td>662,314.87</td>
<td>709,876.00</td>
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<tr>
<td>220 000 Instructional Staff Services</td>
<td>301,402.95</td>
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<td>260 000 Central Services</td>
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<td>263,168.76</td>
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<td>490 000 Other Non-Program Transactions</td>
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<td><strong>262,938.73</strong></td>
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<tr>
<td><strong>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</strong></td>
<td><strong>5,892,762.28</strong></td>
<td><strong>6,162,407.11</strong></td>
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### DEBT SERVICE FUND (FUNDS 38, 39)

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<tr>
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<td><strong>900 000 ENDING FUND BALANCES</strong></td>
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<td><strong>767,699.47</strong></td>
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<td><strong>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</strong></td>
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<td><strong>1,760,489.00</strong></td>
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<td>281 000 Long-Term Capital Debt</td>
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<td>282 000 Refinancing</td>
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<td>14,340,000.00</td>
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<td><strong>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</strong></td>
<td><strong>1,966,000.00</strong></td>
<td><strong>16,276,468.89</strong></td>
<td><strong>1,776,252.00</strong></td>
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<td>842 000 INDEBTEDNESS, END OF YEAR</td>
<td>0.00</td>
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### CAPITAL PROJECTS FUND (FUND 46)

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<tr>
<th>Use Description</th>
<th>Audited 2019-20</th>
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<td><strong>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</strong></td>
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### FOOD SERVICE FUND (FUND 50)

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<td><strong>1,546,235.00</strong></td>
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Board Goals 2016-2023

Goal Area #1
College and Career Ready By

2022-2023:

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

Goal Area #2
State Assessment Achievement By

2022-2023:

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

Goal Area #3
Student Reading Goal

By 2022-2023:

A. 100% of students taking the STAR exam in each cohort grades (3-8) will read at or above the score of Basic as measured on the STAR assessment.
B. The number of students in each cohort grades (3-10) scoring a the 25%ile or lower on the STAR spring reading assessment will be reduced by 20% annually.
C. The number of students in each cohort grades (3-10) scoring at the 85%ile on the STAR spring reading assessment will increase by 20% annually.
INITIATIVES FOR 2016-2023
1. A Professional Learning Community (PLC) culture will continue to be implemented, refined and fostered at all levels of the district.
2. Staff will implement curricula, instruction and assessment with fidelity.
3. Focus will be on educating the Whole Child.
4. Focus will be on students being college, career and life ready.

PROJECTS FOR 2016-2023
1. Teachers will work collaboratively, and interdependently assume responsibility for high levels of student learning at their grade/subject.
2. The District will implement the Wisconsin State Standards in Reading/Language Arts and Math in all grades.
3. District curricula in all subjects (other than ELA/Reading/Math) in all grades will be updated to reflect the latest content knowledge.
4. The District-wide assessment results will drive teacher instruction and student learning.
5. Resources will be aligned to the needs of the curriculum committees.
6. All schools will implement Results Driven Accountability (State requirement for special education to make and report progress in reading).
7. A plan will be developed and implemented that helps students understand the dynamics of our state assessments.
8. Support seminars will offer Professional Learning Community (PLC) training to teachers new to the district.
9. District staff will participate in PLC training as a way to strengthen their PLCs and their leadership skills.
10. Staff professional development will be job-embedded.
11. Additional time and resources will be provided to schools based on need.
12. The Educator Effectiveness process implemented with fidelity to meet with the goal of continuous individual improvement.
13. A more systematic way for students to pursue Career and Technical Education Career Clusters will be designed and implemented.
14. Student enrollment in Advanced Placement (AP) will increase.
15. Student participation in AP exams will increase.
16. Expanded opportunities will be made available for students to participate in service and leadership activities.
17. A system of instructional coaching will be implemented in PK-12.
INITIATIVES FOR 2016-2023
EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2021
## INITIATIVES FOR 2016-2023

### EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2021

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

### 2021 EOP

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

All buildings deeply reviewed the purpose of the Guiding Coalition

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

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

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

### 2020 EOP

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

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

### 2019 EOP

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

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

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

Onalaska Middle School was engaged in a year-long process to examine its PLC culture with the intent to create action steps leading to higher student achievement. Staff re-established Mission, Vision, and went through a process to build consensus towards collective commitments. All of this work resulted in recognition as a Model PLC.
A Professional Learning Community (PLC) culture will continue to be implemented, refined, and fostered at all levels of the district.

### 2018 EOP

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

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

### 2017 EOP

District-wide PLC training is scheduled for the 2017-18 school year on the following topics:
- October 6 - PLC Foundations - Mission, Vision, Values and Goals
- November 27 - Four PLC Questions with focus on PLC Questions 1 and 2
  - #1 - What should students know and be able to do?
  - #2 - How will we know if they have learned?
- February 9 - Closing Achievement Gaps through PLC and RtI
  - #3 - How will we respond when students haven’t learned?
  - #4 - How will we respond when they have learned?
Staff will implement curricula, instruction and assessment with fidelity.

2021 EOP
The final group of K-5 teachers will be trained in Reader's Workshop framework.

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

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

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

Continuation of Instructional Coaching for literacy and math.
Staff will implement curricula, instruction and assessment with fidelity.

2020 EOP

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

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

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

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

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

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

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

6-12 Math Leaders revisited and refined our methods of acceleration for students entering middle school. We tightened up our methods of identifying students for accelerated learning and end of grade-level assessments that are based on the most essential learning.
Staff will implement curricula, instruction and assessment with fidelity.

2019 EOP

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

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

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

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

2018 EOP

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

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

2017 EOP

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

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

### 2021 EOP

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

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

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

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

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

### 2020 EOP

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

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

### 2019 EOP

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

Character Strong PD was strengthened at the high school.

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

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

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

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

### 2018 EOP

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

IP and NH are implementing new programs that promote social/emotional learning as now required by the DPI.
Focus will be on educating the Whole Child.

### 2017 EOP

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

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

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

Middle school students have the Character Strong curriculum for middle school woven into their daily Teacher Advisory time.
Focus will be on students being college, career and life ready.

### 2021 EOP

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

### 2020 EOP

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

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

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

### 2019 EOP

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

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

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

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

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

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

During the summer of 2019, lessons were redesigned to use the new platform, Xello.
PROJECTS FOR 2016-2023
EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2021
# Projects for 2016-2023

## Evidence of Progress (EOP) - September 2021

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

### 2021 EOP

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

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

### 2020 EOP

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

### 2019 EOP

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

### 2018 EOP

Building PLC guiding coalitions will champion this continued project.

### 2017 EOP

The district-wide PLC training in 2017-18 will focus on the collaborative work of teachers to ensure high levels of learning for their students.
The District will implement the Wisconsin State Standards in Reading/Language Arts and Math in all grades.

### 2021 EOP

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

### 2020 EOP

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

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

### 2019 EOP

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

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

### 2017 & 2018 EOP

Revision continues to happen in these subjects for all grade levels. Emphasis is on continual adult learning around the standards and professional development in the area of assessment practices that give feedback to teachers and students about their learning.
# EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2021

**PROJECTS FOR 2016-2023**

## District curricula

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

### 2021 EOP

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

### 2020 EOP

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

### 2019 EOP

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

### 2018 EOP

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

### 2017 EOP

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

**2021 EOP**

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

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

**2020 EOP**

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

**2019 EOP**

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

**2018 EOP**

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

**2017 EOP**

The district will be implementing the use of a new data management software this year called eduCLIMBER. This tool will give teachers more timely information about student learning that will allow them to better respond instructionally.
## Projects for 2016-2023

### Evidence of Progress (EOP) - September 2021

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

### 2021 EOP
Phonological Awareness materials purchased and a core team was trained and prepared to rollout to all K-2 teachers.

### 2020 EOP
CSI Teams worked together to recommend and implement resources that support curriculum delivery in the classroom. The elementary Social Studies team also began reviewing resources to be rolled out to support the newly developed curriculum.

### 2019 EOP
Content area teams will continue to be supported at the recommendation of the representative CSI team leaders.

### 2017 EOP
The CSI (Continuous School Improvement) process continues to be improved to help facilitate better use of year-end data and better communication of the needs of each curricular area in the areas of curriculum development, assessment creation and informed instruction. The cycle of reporting is changing from September through May of any given school year to January through December. This change allows for better communication regarding budgetary, professional development and staffing needs as well as evidence of goal attainment from year-end assessments.
District staff will participate in PLC training as a way to strengthen their PLCs and their leadership skills.

### 2021 EOP

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

### 2020 EOP

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

### 2019 EOP

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

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

### 2018 EOP

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

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

All new teaching staff members (22) are immersed in PLC foundations and the role each plays in their healthy collaborative team.
District staff will participate in PLC training as a way to strengthen their PLCs and their leadership skills.

### 2017 EOP

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

- **October 6 - PLC Foundations - Mission, Vision, Values and Goals**
- **November 27 - Four PLC Questions with focus on PLC Questions 1 and 2**
  - #1 - What should students know and be able to do?
  - #2 - How will we know if they have learned?
- **February 9 - Closing Achievement Gaps through PLC and RtI**
  - #3 - How will we respond when students haven't learned?
  - #4 - How will we respond when they have learned?
## PROJECTS FOR 2016-2023
### EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2021

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

### 2021 EOP
We moved support of teachers into a completely virtual format this year and helped to support new teachers in understanding a PLC and who they are as collaborative team members.

### 2020 EOP
New educators to the district participated in an extended orientation prior to the start of the year which then leads to support seminars that are meant to create meaningful learning surrounding our PLC and their role in each of their collaborative teams.

### 2019 EOP
Support Seminars continue to be based around PLC training and understanding of practices.

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

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

### 2021 EOP

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

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

### 2020 EOP

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

### 2019 EOP

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

### 2017 & 2018 EOP

The priority standards work in ELA will be completely job-embedded into their PLC collaboration.
**PROJECTS FOR 2016-2023**

**EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2021**

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

### 2021 EOP

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

### 2020 EOP

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

### 2019 EOP

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

### 2018 EOP

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

### 2017 EOP

The district continues to ensure that all evaluators who use the Educator Effectiveness system are properly certified to do so. The district also provides Educator Effectiveness coaches to assist teachers who are new to the process.
### 2021 EOP
There were some shifts in the utilization of academies because of the nature of the year but the academies continue to be well utilized by our students who have high interest in those specific areas.

### 2020 EOP
Academies continued to be well utilized by our students who have high interest in those areas. Teachers continued to refine their pathways throughout the district that lead to eventual post-secondary plans or careers.

### 2019 EOP
Expansion of IT academy through western, advanced manufacturing. Career Days throughout the year in the MS; Game of Life engagement for students.

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

### 2017 EOP
ACP (Academic and Career Planning) curriculum was developed to help students have more information about options in CTE. Students also use a platform called “Career Cruising” to explore and plan for careers in this area.
Student enrollment in Advanced Placement (AP) will increase.

**2021 EOP**

- Percentage of seniors completing at least one AP exam with a score of 3 or higher for the years 2017 to 2023.

- Of the 140 graduates going directly to a 4-year university...
  - 63% scored a 3 or higher on at least one AP exam
  - 77% attempted at least one AP exam
  - 91% successfully completed at least one AP course

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

**2020 EOP**

- Percentage of seniors completing at least one AP exam with a score of 3 or higher for the years 2017 to 2023.

- Of the 113 graduates going directly to a 4-year university...
  - 65% scored a 3 or higher on at least one AP exam
  - 76% attempted at least one AP exam
  - 88% successfully completed at least one AP course

- The Class of 2020 earned the equivalent of 1088 credits by earning 3+ scores on AP exams
Student enrollment in Advanced Placement (AP) will increase.

**2019 EOP**

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

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

**2018 EOP**

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

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

**2017 EOP**

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

- 58% scored a 3 or higher on at least one AP exam
- 81% attempted at least one AP exam
- 91% successfully completed at least one AP course
PROJECTS FOR 2016-2023
EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2021

Student participation in AP exams will increase.

### 2021 EOP

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### 2020 EOP

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Student participation in AP exams will increase.

### 2019 EOP

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### 2021 EOP
OHS-Proactive Coaching speaker Rob Miller presented to OHS Athletes and Parents to discuss ideas of how to perform in the community along with the playing field or court.

### 2020 EOP
OHS - All students in the advanced leadership class were partnered with an adult mentor for the community.

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

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

### 2018 & 2019 EOP
The Global Leadership Certificate program encourages students to seek the certificate that requires service activities.

The Principles of Leadership class at OHS immersed participating students in activities that promoted servant leadership at school, at home and in the community.
# Projects for 2016-2023
## Evidence of Progress (EOP) - September 2021

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

### 2021 EOP

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

### 2019 & 2020 EOP

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

### 2018 EOP

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

### 2017 EOP

An instructional coach for K-2 literacy just began her work on September 1, 2017.
## EVIDENCE OF PROGRESS (EOP) - SEPTEMBER 2021

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

All schools will implement Results Driven Accountability (State requirement for special education to make and report progress in reading).
A plan will be developed and implemented that helps students understand the dynamics of our state assessments.

We continued to involve students in state assessments with regard to standards assessed, practice items released, as well as test taking strategies that are specific to each assessment.
The revised CSI process will ensure better provision of resources and professional development time based on need.