

HORTONVILLE AREA SCHOOL DISTRICT

CONTINUOUS IMPROVEMENT PLAN



Our community ensures every student learns at the highest level.

This continuous improvement plan was created to identify and monitor four core accountability areas to ensure the District achieves its mission and serves and exceeds the expectations of its students, staff, families and community.

Listed under the four core areas are the key performance indicators that comprise the rating, and the percentage at which they contribute to the rating the area's composite rating.

EVALUATION SCALE

- ● ● ● ● 5 Significantly Exceeds Expectations
- ● ● ● ○ 4 Exceeds Expectations
- ● ● ○ ○ 3 Meets Expectations
- ● ○ ○ ○ 2 Meets Few Expectations
- ○ ○ ○ ○ 1 Fails to Meet Expectations

2024-25 CORE ACCOUNTABILITY AREAS

LEARNING & ACADEMICS	FINANCIAL STEWARDSHIP & OPERATIONAL MANAGEMENT	EMOTIONALLY HEALTHY SCHOOLS	ENGAGEMENT & COMMUNICATION																										
<p>2024-25 RATING</p> <p>● ● ● ● ● ○ 4</p> <p>Exceeds Expectations</p>	<p>2024-25 RATING</p> <p>● ● ● ● ● ○ 4</p> <p>Exceeds Expectations</p>	<p>2024-25 RATING</p> <p>● ● ● ● ● ○ 4</p> <p>Exceeds Expectations</p>	<p>2024-25 RATING</p> <p>● ● ● ● ● ● 5</p> <p>Significantly Exceeds Expectations</p>																										
<table border="0"> <tr> <td>District Report Card</td> <td>60%</td> </tr> <tr> <td>Maintain Model PLC Status</td> <td>40%</td> </tr> </table>	District Report Card	60%	Maintain Model PLC Status	40%	<table border="0"> <tr> <td>Audit Report</td> <td>30%</td> </tr> <tr> <td>Fund Balance</td> <td>20%</td> </tr> <tr> <td>Facility Plan Development (10-Year Outlook)</td> <td>20%</td> </tr> <tr> <td>Technology (10-year Outlook)</td> <td>20%</td> </tr> <tr> <td>MOD Rate</td> <td>10%</td> </tr> </table>	Audit Report	30%	Fund Balance	20%	Facility Plan Development (10-Year Outlook)	20%	Technology (10-year Outlook)	20%	MOD Rate	10%	<table border="0"> <tr> <td>Social Skills Improvement System (SSIS)</td> <td>25%</td> </tr> <tr> <td>Major Behaviors</td> <td>25%</td> </tr> <tr> <td>Student Engagement</td> <td>25%</td> </tr> <tr> <td>Students at Risk - DEWS Drop Early Warning System</td> <td>25%</td> </tr> </table>	Social Skills Improvement System (SSIS)	25%	Major Behaviors	25%	Student Engagement	25%	Students at Risk - DEWS Drop Early Warning System	25%	<table border="0"> <tr> <td>Surplus Open Enrollment</td> <td>50%</td> </tr> <tr> <td>Staff Retention</td> <td>50%</td> </tr> </table>	Surplus Open Enrollment	50%	Staff Retention	50%
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<p>RATIONALE</p> <p>The learning and academics vision of the Hortonville Area School District is that the culture of Professional Learning Communities ensures all students learn at the highest level.</p> <p>This culture of continuous improvement drives staff to ensure higher achievement and a comprehensive education for all students, making them career and college ready.</p>	<p>RATIONALE</p> <p>HASD uses the available financial resources in a cost-efficient manner to educate the whole child, and to maintain and protect all district buildings, grounds, and equipment.</p> <p>The District continues to assess and plan for future student needs and enrollment growth.</p>	<p>RATIONALE</p> <p>HASD believes in creating emotionally and physically safe learning environments for students and staff. The District approaches behavioral challenges with the same compassion as academic challenges. Staff commit to creating engaging environments through focused and intentional practices in positive relationship-building. Safety plans for physical, social and emotional well-being are reviewed regularly.</p>	<p>RATIONALE</p> <p>Students connected to school are more likely to have positive student outcomes. High levels of engagement, both in and out of the classroom, results in academic and social success.</p> <p>HASD ensures effective communication for students, staff, parents, and community engagement.</p>																										

CORE ACCOUNTABILITY AREA

2024-25 RATING



Exceeds Expectations

4

Learning & Academics

The learning and academics vision of the Hortonville Area School District is that the culture of Professional Learning Communities ensures all students learn at the highest level.

This culture of continuous improvement drives staff to ensure higher achievement and a comprehensive education for all students, making them career and college ready.

KEY PERFORMANCE INDICATOR

DPI DISTRICT REPORT CARD

DESCRIPTION

Each fall, the Department of Public Instruction issues a report card which includes multiple indicators for multiple years across four priority areas: student achievement, growth, closing gaps, and on-track and post-secondary success.

WHY THIS MATTERS

The district report card provides rating for all Wisconsin schools and districts. This publicly reported measure is an indicator of overall achievement and engagement.

CELEBRATIONS

- The 2023-24 report card score shows HASD ranked in the Exceeds Expectations category with a score of 73.7.
- District schools Meet Expectation (HHS), Exceed Expectations (GMS, HMS, FWA, GES, HES) and Significantly Exceed Expectations (NGES).

OPPORTUNITIES FOR GROWTH

- Our goal is to be a five-star school district based on the criteria established by the State of Wisconsin

EVALUATION SCALE



District Report Card Score
83-100



District Report Card Score
70-82.9



District Report Card Score
58-69.9



District Report Card Score
48-57.9



District Report Card Score
47.9 or below

CORE ACCOUNTABILITY AREA

2024-25 RATING



Exceeds Expectations

4

Learning & Academics

The learning and academics vision of the Hortonville Area School District is that the culture of Professional Learning Communities ensures all students learn at the highest level.

This culture of continuous improvement drives staff to ensure higher achievement and a comprehensive education for all students, making them career and college ready.

KEY PERFORMANCE INDICATOR

MAINTAIN MODEL PLC STATUS

DESCRIPTION

National recognition of model Professional Learning Community status indicates effective implementation of continuous improvement framework; a focus on learning, a commitment to a collaborative culture and a focus on results.

WHY THIS MATTERS

Districts who receive this designation are continuously improving on learning and achievement in a collaborative culture.

CELEBRATIONS

- The 2023-24 KPI Status for PLC is 87.3% and falls into the Exceeds Expectations category.
- HASD has maintained model status since 2016 and has increased the amount of staff who believe we are sustaining this key foundational framework.
- The District has hosted annual site visits from area schools.

OPPORTUNITIES FOR GROWTH

- HASD will continue our work to sustain our efforts as a high functioning Professional Learning Community. Each Professional Learning Team and individual educator will self assess using the Strategy Implementation Guide

EVALUATION SCALE

5

91-100%
Right or Tight on
5 Prerequisite Skills
of the Strategy
Implementation
Guide

4

81-90%
Right or Tight on
5 Prerequisite Skills
of the Strategy
Implementation
Guide

3

71-80%
Right or Tight on
5 Prerequisite Skills
of the Strategy
Implementation
Guide

2

61-70%
Right or Tight on
5 Prerequisite Skills
of the Strategy
Implementation
Guide

1

0-60%
Right or Tight on
5 Prerequisite Skills
of the Strategy
Implementation
Guide

CORE ACCOUNTABILITY AREA

2024-25 RATING



Exceeds Expectations

4

Financial Stewardship

HASD uses the available financial resources in a cost-efficient manner to educate the whole child, and to maintain and protect all district buildings, grounds, and equipment.

The District continues to assess and plan for future student needs and enrollment growth.

KEY PERFORMANCE INDICATOR

AUDIT REPORT

DESCRIPTION

This indicator is required by State Statute and provides the School Board and community with an audited report of the District's finances.

WHY THIS MATTERS

The community should expect and know that the District's finances are maintained according to Generally Accepted Accounting Guidelines, and that the oversight of the District's finances are sound and in order.

CELEBRATIONS

- The District's auditors' annual narrative indicates that HASD is financially healthy, and the professionalism of the department is exemplary.

OPPORTUNITIES FOR GROWTH

- The District must continue to meet the challenge of an ever-changing world which often brings new requirements and required reporting.

EVALUATION SCALE

5

Management letter has 1 finding and no significant concerns

4

Management letter has 2 findings and no significant concerns

3

Management letter has 3-4 findings and no significant concerns

2

Management letter has more than 4 findings, and the letter indicates reason for concern

1

Management letter indicates District finances are not in order

CORE ACCOUNTABILITY AREA

2024-25 RATING

● ● ● ● ●
Significantly Exceeds Expectations

5

Financial Stewardship

HASD uses the available financial resources in a cost-efficient manner to educate the whole child, and to maintain and protect all district buildings, grounds, and equipment.

The District continues to assess and plan for future student needs and enrollment growth.

KEY PERFORMANCE INDICATOR

FUND BALANCE

DESCRIPTION

Fund Balance is the difference between assets and liabilities in governmental fund account. Fund balance is stated as of June 30 of the fiscal year.

WHY THIS MATTERS

Fund balance is used for cash flow purposes and fills revenue gaps throughout the year. Fund Balance is also used to guard against future financial uncertainty and any potential loss of revenue.

CELEBRATIONS

- The District's fund balance has been growing and is at 31% when compared to the coming year's budget.

OPPORTUNITIES FOR GROWTH

- The District must continue to maintain the amount of fund balance proportionately with an ever-increasing budget due to student growth.

EVALUATION SCALE

5

Fund balance is 30% or higher

4

Fund balance is 24-29%

3

Fund balance is 18-23%

2

Fund balance is 12-17%

1

Fund balance is 11% or lower

CORE ACCOUNTABILITY AREA

2024-25 RATING



Exceeds Expectations

4

Financial Stewardship

HASD uses the available financial resources in a cost-efficient manner to educate the whole child, and to maintain and protect all district buildings, grounds, and equipment.

The District continues to assess and plan for future student needs and enrollment growth.

KEY PERFORMANCE INDICATOR

FACILITY PLAN (10 YEAR OUTLOOK)

DESCRIPTION

This indicator focuses on how we are maintaining our largest and most costly assets, namely our buildings and buses. Preventative maintenance or replacement is laid out in a deliberate operating timeline and covers such "standard" items such as roof surfaces, asphalt and other hard surfaces, floor tile or carpet replacement, and timely bus replacement.

WHY THIS MATTERS

HASD needs to safeguard its assets and follow preventative maintenance or replacement plans on a set schedule to avoid more costly repairs in the future.

CELEBRATIONS

- HASD has a plan in place and funds proactively budgeted.

OPPORTUNITIES FOR GROWTH

- To continue to meet needs district wide HASD will need to increase budget allocations to continue to meet future facility needs and goals.

EVALUATION SCALE

5

A 10-year plan is in place, is reviewed and adjusted annually, and is followed each year

4

A 10-year plan is in place, is reviewed and adjusted annually, and is followed depending on other budget needs

3

A 10-year plan is in place, but the required action is prioritized with all other District needs

2

A 10-year plan has not been fully completed; action is taken sporadically to address District facility needs

1

There is no plan in place

CORE ACCOUNTABILITY AREA

2024-25 RATING



3

Financial Stewardship

HASD uses the available financial resources in a cost-efficient manner to educate the whole child, and to maintain and protect all district buildings, grounds, and equipment.

The District continues to assess and plan for future student needs and enrollment growth.

KEY PERFORMANCE INDICATOR

TECHNOLOGY (10-YEAR OUTLOOK)

DESCRIPTION

This indicator focuses on how HASD is maintaining our technology infrastructure and all related components. Preventative maintenance or replacement is specified in a deliberate plan with a timeline and covers all buildings.

WHY THIS MATTERS

HASD safeguards the District's technology assets through the implementation of a robust preventative maintenance plan and adherence to a sustainable schedule to ensure all users have reliable access to necessary technology. HASD also prioritizes the maintenance and enhancement of technical security through adoption of modernized protection technologies to maintain a secure, resilient environment.

CELEBRATIONS

- Significant advancements in the speed and reliability of HASD's network infrastructure supports enriched student learning and the integration of 21st-century technologies.
- Substantial backend server infrastructure enhancements ensure modernized computing speeds, strengthened security, and improved system reliability.

OPPORTUNITIES FOR GROWTH

- HASD remains committed to advancing security and reliability of mobile devices. These devices will enable students to access online resources safely and seamlessly, anytime and anywhere.
- To continue to meet needs district wide HASD will need to increase budget allocations to continue to meet future technology needs and goals.

EVALUATION SCALE

5

A 10-year Technology Plan is in place following all components related to the "Sustainable Technology Budget Projection" requirements, is funded and follows a replacement schedule.

4

A 10-year Technology Plan is in place following 8 of 10 components related to the "Sustainable Technology Budget Projection" requirements, is funded and follows a replacement schedule.

3

A 10-year Technology Plan is in place following 6 of 10 components related to the "Sustainable Technology Budget Projection" requirements, is funded and follows a replacement schedule.

2

A 10-year Technology Plan is in place following 4 of 10 components related to the "Sustainable Technology Budget Projection" requirements, is funded and follows a replacement schedule.

1

A 10-year Technology Plan is in place following less than 4 of the 10 components related to the "Sustainable Technology Budget Projection" requirements, is funded and follows a replacement schedule.

CORE ACCOUNTABILITY AREA

2024-25 RATING



3

Financial Stewardship

HASD uses the available financial resources in a cost-efficient manner to educate the whole child, and to maintain and protect all district buildings, grounds, and equipment.

The District continues to assess and plan for future student needs and enrollment growth.

KEY PERFORMANCE INDICATOR

MOD RATE

DESCRIPTION

The Experience Modification Rate is a numeric representation of an organization's worker claim history as compared to other similar organizations (other school districts) within the same state. The MOD rate is applied to all experience rated workers compensation policies. The factor rewards employers who better manage their workers compensation claims with lower premiums and punishes those who have little or no control over claims with higher premiums.

WHY THIS MATTERS

Student and staff safety is essential. The MOD rate, in numerical form, notes how we are doing with worker on site injuries and helps to determine areas for improvement with staff safety.

CELEBRATIONS

- HASD's Workers Compensation MOD Rate has dropped from 1.68 to 1.03. A lower MOD rate is more than just a number; it represents fewer incidents, improved processes, and a safer environment for everyone. It puts us one step closer to our ultimate goal of achieving a MOD rate of 1.0 or lower.

OPPORTUNITIES FOR GROWTH

- The majority of the incidents identified have involved staff slips, trips, and falls. The District will provide staff additional training to avoid behaviors that increase slip and trip accidents.

EVALUATION SCALE

5

0.79 MOD rate or lower (significantly safer than most schools in the state)

4

0.80 - 0.94 MOD rate (safer than average schools in the state)

3

95 - 1.09 MOD rate (no more or no less risky than most other schools in the state)

2

1.10 - 1.24 MOD rate (riskier than other schools in the state)

1

1.25 and higher MOD rate (significantly riskier than other schools in the state)

CORE ACCOUNTABILITY AREA

2024-25 RATING



Exceeds Expectations

4

Emotionally Healthy Schools

HASD believes in creating an emotionally and physically safe learning environment for students, staff, and community. The District views behavioral challenges in the same manner and compassion as academic challenges. District staff commits to creating engaging environments through focused and intentional practices in positive relationship building. Safety plans for physical, social and emotional well-being are reviewed regularly.

KEY PERFORMANCE INDICATOR

SOCIAL SKILLS IMPROVEMENT SYSTEM (SSIS)

DESCRIPTION

This indicator ensures students have the social and emotional (SEL) skills necessary to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

WHY THIS MATTERS

Students who have structured SEL programs in schools have increased social emotional, academic, and relationship skills. Students with effective social emotional learning skills have increased positive attitudes and prosocial behavior, while data suggests anxiety, behavioral problems and substance use declines.

CELEBRATIONS

- Social Awareness and Relationship skills are the two competency areas of strength we see in our students.

OPPORTUNITIES FOR GROWTH

- There are opportunities for improvement in the competency areas of Self-Awareness and Self-Management.

EVALUATION SCALE

5

93% -100% students are competent or advanced on the SSIS

4

83% - 92% students are competent or advanced on the SSIS

3

78% - 82% students are competent or advanced on the SSIS

2

69% - 77% students are competent or advanced on the SSIS

1

68% or less students are competent or advanced on the SSIS

CORE ACCOUNTABILITY AREA

2024-25 RATING



3

Emotionally Healthy Schools

HASD believes in creating an emotionally and physically safe learning environment for students, staff, and community. The District views behavioral challenges in the same manner and compassion as academic challenges. District staff commits to creating engaging environments through focused and intentional practices in positive relationship building. Safety plans for physical, social and emotional well-being are reviewed regularly.

KEY PERFORMANCE INDICATOR

MAJOR BEHAVIORS

DESCRIPTION

This indicator tracks the removal of students from school for disciplinary reasons through suspensions.

WHY THIS MATTERS

Schools with higher rates of school suspension have lower academic quality and poor school climate (American Psychological Association, 2006). Schools with higher suspension and expulsion rates have lower outcomes on standardized achievement tests (Davis & Jordan, 1994; Skiba & Rausch, 2006).

CELEBRATIONS

- Overall, there is a very low incident rate of suspension at 2.6%.

OPPORTUNITIES FOR GROWTH

- There are areas of disproportionality greater than 3% within two subgroups: Male vs. Female students and Students with disabilities vs. without disabilities.

EVALUATION SCALE

5

No subgroups with greater than 3% difference in suspension rate

4

1 subgroup with greater than 3% difference in suspension rate

3

2 subgroups with greater than 3% difference in suspension rate

2

3 subgroups with greater than 3% difference in suspension rate

1

4 or more subgroups with greater than 3% difference in suspension rate

CORE ACCOUNTABILITY AREA

2024-25 RATING



Significantly Exceeds Expectations

Emotionally Healthy Schools

HASD believes in creating an emotionally and physically safe learning environment for students, staff, and community. The District views behavioral challenges in the same manner and compassion as academic challenges. District staff commits to creating engaging environments through focused and intentional practices in positive relationship building. Safety plans for physical, social and emotional well-being are reviewed regularly.

KEY PERFORMANCE INDICATOR

STUDENT ENGAGEMENT

DESCRIPTION

The student engagement survey measures students' feelings of belonging and connectedness to their school, as well as hopefulness about their future. It also measures how invested students are in their classes and if they are intrinsically motivated in their learning process.

WHY THIS MATTERS

Engagement, hopefulness, and belonging are indicators to student success in academics and other youth development settings.

CELEBRATIONS

- Over 95% of all students feel hopeful about the future.

OPPORTUNITIES FOR GROWTH

- Two opportunities for improvement are more frequent positive teacher to student feedback and more engaging assignments and activities.

EVALUATION SCALE



90% of students feel a sense of hopefulness, engagement, and belonging



85-90% of students feel a sense of hopefulness, engagement, and belonging



80-84% of students feel a sense of hopefulness, engagement, and belonging



75-79% of students feel a sense of hopefulness, engagement, and belonging



<75% of students feel a sense of hopefulness, engagement, and belonging

CORE ACCOUNTABILITY AREA

2024-25 RATING



4

Emotionally Healthy Schools

HASD believes in creating an emotionally and physically safe learning environment for students, staff, and community. The District views behavioral challenges in the same manner and compassion as academic challenges. District staff commits to creating engaging environments through focused and intentional practices in positive relationship building. Safety plans for physical, social and emotional well-being are reviewed regularly.

KEY PERFORMANCE INDICATOR

STUDENTS AT RISK - ATTENDANCE

DESCRIPTION

HASD ensures every student acquires the essential skills, knowledge, and behaviors needed to be successful. Absences, excused and unexcused, are legally tracked and reported for compliance. A student is considered "chronically absent" when missing more than 10 school days in a school year for any reason.

WHY THIS MATTERS

Research shows that students who miss more than 9 school days each year are at risk for not graduating from high school. These students will have trouble staying engaged, building positive relationships, growing academically, and being college and career ready. (attendanceworks.com)

CELEBRATIONS

- The state of Wisconsin average chronically absent rate is 7.7% compared to Hortonville School District's 4.1%.

OPPORTUNITIES FOR GROWTH

- Two student subgroups have higher attendance rates as compared to the overall district average; economically disadvantaged and EL students.

EVALUATION SCALE



<4% of students are chronically absent



4-6% of students are chronically absent



7-8% of students are chronically absent



9-11% of students are chronically absent



>11% of students are chronically absent

CORE ACCOUNTABILITY AREA

2024-25 RATING



5

Engagement

Students connected to school are more likely to have positive student outcomes. High levels of engagement, both in and out of the classroom, results in academic and social success.

HASD ensures effective communication for students, staff, parents, and community engagement.

KEY PERFORMANCE INDICATOR

SURPLUS OPEN ENROLLMENT

DESCRIPTION

Open enrollment allows families to apply for their child or children to attend public school in a school district other than the one in which they reside.

WHY THIS MATTERS

HASD models itself to be a destination district which provides families a comprehensive education. When students enter the open enrollment program in the state model, schools do lose or gain funds.

CELEBRATIONS

- The Hortonville Area School District in 2024-25 has a net open enrollment of 146 students.

OPPORTUNITIES FOR GROWTH

- There are 100 homeschool students that reside in HASD. The District will inquire about programming to assist with residential student retention and homeschool support and possible school enrollment.

EVALUATION SCALE

5

100 student surplus in Open Enrollment

4

21 - 99 student surplus in Open Enrollment

3

11 - 20 student surplus in Open Enrollment

2

0 - 10 student surplus in Open Enrollment

1

Student deficit in Open Enrollment

CORE ACCOUNTABILITY AREA

2024-25 RATING



5

Engagement

Students connected to school are more likely to have positive student outcomes. High levels of engagement, both in and out of the classroom, results in academic and social success.

HASD ensures effective communication for students, staff, parents, and community engagement.

KEY PERFORMANCE INDICATOR

STAFF RETENTION

DESCRIPTION

The ability of the school district to keep employees.

WHY THIS MATTERS

We know properly trained staff in a school are the largest influence on student learning.

CELEBRATIONS

- HASD's staff retention rate for non-administrative contracted staff was 90.3%, more than 15% above CESA 6's average of 77%.
- HASD's professional learning community culture and robust mentoring program assures all staff that they are part of a greater cause, and have a team of professionals behind them.
- The Hortonville Area Community strongly supports all staff, students, and the education provided at HASD.

OPPORTUNITIES FOR GROWTH

- By recruiting highly qualified and motivated teachers with a vested interest in HASD, the District aims to build a dedicated and passionate workforce.
- HASD is focused on developing and implementing effective retention and attraction strategies for all staff members, specifically exploring innovative ways to incentivize and reward dedicated staff. By addressing these areas, HASD hopes to create a stable and supportive work environment that promotes long-term employment with the District.

EVALUATION SCALE

5

Retention of staff
4% or higher
above the
CESA 6 average

4

Retention of
staff 1-3%
above the
CESA 6 average

3

Retention of staff at
CESA 6 average

2

Departure of
staff 1-5%
above the
CESA 6 average

1

Departure of staff
6% above the
CESA 6 average