



# **ANNUAL REPORT 2020-2021**

**HORTONVILLE AREA SCHOOL DISTRICT**

**ANNUAL MEETING**

**MONDAY, OCTOBER 25, 2021**

**7:15 P.M.**

**HORTONVILLE HIGH SCHOOL**

**BOARD OF EDUCATION ROOM**

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## **HORTONVILLE AREA SCHOOL DISTRICT ANNUAL MEETING AGENDA**

**DATE: MONDAY, OCTOBER 25, 2021**  
**TIME: 7:15 P.M.**  
**LOCATION: HORTONVILLE HIGH SCHOOL  
BOARD OF EDUCATION ROOM G135  
246 N. OLK STREET – DOOR #9  
HORTONVILLE, WI 54944**

1. Call to order – *Mr. VanDenElzen (include introductions of Board members)*
2. Elections of Chairperson – *Any resident of the District, including Board members, administrators or staff may be elected.*
3. Appointment of Clerk – *The school district clerk is required by Wisconsin Statute 120.17(2) to record the proceedings of school district meetings. In our school district, the Superintendent’s Assistant is the proxy for the Board Clerk.*
4. Review minutes of October 26, 2020 Annual Meeting Minutes *(minutes approved at the 1<sup>st</sup> November Board of Education meeting.)*
5. District Administrator’s Report – Mr. Todd Timm
6. Motion to set salaries for members of the Board of Education  
*This annual salary of \$3750 was approved at the October 24, 2016 Annual Meeting.*
7. Motion to authorize payment of actual and necessary expenses, including mileage, for Board members who travel in the performance of their duties. *Current policy follows the IRS approved mileage reimbursement rate.*
8. Motion to authorize the sale of school property. *Equipment may be sold during the school year. The largest items sold are generally school buses.*
9. Motion to authorize the Board to direct and provide for the prosecution or defense of any legal action or proceeding in which the school district is interested. *This is a standard agenda item. Legal fees for 2020-21 were \$24,843.00 and were spent for student, policy, personnel, and contractual issues.*
10. Motion to direct the Board to furnish school lunches to District students and appropriate funds as necessary. *The school lunch program is self-supporting; prices are partially offset through Federal*

*and State Aid and the use of government commodities. Lunch fees are adjusted as necessary to balance revenues with expenditures.*

11. Motion to authorize the Board to furnish Textbooks/Resource Materials to students. *This year's anticipated expenditures are \$110,000.*
12. Motion to authorize short-term borrowing of funds sufficient for the operation of the District. *This standing motion is in place should the District need to borrow funds. The District did not need to borrow funds last year and it is anticipated that the District will not need to borrow funds this year. This motion should be approved should borrowing become necessary. In the past, borrowing has often been necessary as the District receives most of its revenues in the second half of the fiscal year, and some revenues are received after the fiscal year has ended.*
13. Motion to authorize the Board to provide accident insurance for all students for the 2021-2022 school year. *The estimated cost for the 2022-23 school year is \$27,664. The expected cost for the 2021-22 school year is \$27,686.*
14. Treasurer's Report summarizing the 2020-2021 school year – *Mr. Craig Dreier*
15. Presentation and review of the Budget for the 2021-2022 school year – *Mrs. Christina Peterson*
16. Motion to approve the 2021 levy of \$21,479,823 (includes additional debt levy of \$1,250,000). *In any given year the levy amount may need to be revised at the Annual Meeting due to updated information received from the Department of Public Instruction (DPI). The levy is usually revised based upon the mid-October DPI certification of state aid we will receive.*
17. Motion to authorize the Board to set the date for the next Annual Meeting. *October 24, 2022.*
18. Other matters as authorized by law
19. Motion to adjourn

**HORTONVILLE AREA SCHOOL DISTRICT**  
**ANNUAL MEETING**  
**MONDAY, OCTOBER 26, 2020**  
**7:35P.M.**

1. The meeting was called to order by Board President Bob VanDenElzen. The meeting was attended by approximately twenty people, including staff and community members.
2. President VanDenElzen waived introductions.
3. Mr. Dave Schlichting nominated Bob VanDenElzen to serve as Chairman of the Annual Meeting. Mr. Travis Lawrence seconded the nomination. Mr. Craig Dreier made a motion to close nominations; Mr. Willard Griesbach seconded the motion. With no other nominations, Mr. VanDenElzen called for a vote, unanimous vote; motion carried. Mr. VanDenElzen assumed the Chairman's role at the Annual Meeting.
4. Mr. Willard Griesbach made a motion to appoint Mrs. Tamie Neilson to serve as Clerk for the meeting. Mr. Dave Schlichting seconded the motion. Mr. Craig Dreier made a motion to close nominations; Mrs. Dana Ramshak seconded the motion. With no other nominations, Mr. VanDenElzen called for a vote, unanimous vote; motion carried. Chairman VanDenElzen appointed Mrs. Tamie Neilson as Clerk for the Annual Meeting.
5. Minutes for October 28, 2019 were approved at the November 11, 2019 Board of Education meeting.
6. Mr. Todd Timm, District Administrator, reported on the following:
  - a. Introduction of new Administrators
  - b. HASD celebrations
  - c. Special Education celebrations
  - d. Building celebrations
  - e. Continuous Improvement - Learning and Academics, Financial Stewardship and Operational Management, Engagement and Communication, Safe and Orderly Schools
  - f. Property Tax history
  - g. Property values
  - h. Future – Space Needs with Increasing Enrollment, Retainment and Recruitment of High-Quality Staff, Biennium Budget (WI), School Safety during Pandemic
7. A motion was made with a correction by Mr. Chris Hansen to approve the Board salary of \$3,750; Mr. Tom Ellenbecker seconded the motion; roll call vote; motion passed.
8. Mr. Tom Ellenbecker made a motion to authorize payment of actual and necessary expenses for Board members' travel in the performance of Board duties with reimbursement for mileage at the current IRS allowed amount. Mr. Craig Dreier seconded the motion; unanimous vote; motion carried. *(These are the same provisions as for other staff employed by the District.)*
9. Mr. Dave Schlichting made a motion to authorize the sale of school property. Mrs. Dana Ramshak seconded the motion; unanimous vote; motion carried. *(Any necessary sale of equipment may be sold during the school year. The largest items are generally school buses.)*
10. Mr. Chris Hansen made a motion to authorize the Board to direct and provide for the prosecution or defense of any legal action or proceeding in which the District is interested. Mrs. Jesse Powell

seconded the motion; unanimous vote; motion carried. (*Legal fees for the 2019-20 school year were \$36,374.50 and were for student, policy, personnel and contractual issues.*)

11. Mr. Dave Schlichting made a motion to direct the Board to furnish school lunches to District students and appropriate funds as necessary. Mrs. Tanya Lange seconded the motion; unanimous vote; motion carried. (*The school lunch program is self-supporting; prices are offset through the use of government commodities. Lunch fees are adjusted as necessary to balance revenues with expenditures.*)
12. Mr. Tim Rietveld made a motion to authorize the Board to furnish textbooks and resource materials to students. Mrs. Jesse Powell seconded the motion; unanimous vote; motion carried. (*Anticipated expenditures for the 2017-18 school year are approximately \$110,000.*)
13. Mr. Dave Schlichting made a motion to authorize short-term borrowing of funds sufficient for the operation of the District. Mr. Chris Hansen seconded the motion; unanimous vote; motion carried. (*This standing motion is in place should the District need to borrow funds. The District did not need to borrow funds and it is anticipated that the District will not need to borrow funds this year. This motion should be approved should borrowing become necessary. Borrowing has often been necessary as the District receives most of its revenues in the second half of the fiscal year, and even some after the fiscal year has ended.*)
14. Mr. Chris Hansen made a motion to provide accident insurance for all students for the 2020-2021 school year. Mr. Dave Schlichting seconded the motion; unanimous vote; motion carried. (*The estimated cost for the 2021-22 school year is \$31,200. The cost for the 2010-21 school year is \$29,072.50*)
15. Mrs. Christina Peterson summarized the Treasurer's Report for the 2019-20 school year. The General Fund revenues received for the year totaled \$52,217,017 and the General Fund expenditures expended for the year totaled \$52,159,683.
16. Mrs. Christina Peterson, Director of Business Services, presented and reviewed the proposed budget for the 2020-21 school year (subject to final adjustments to be considered by the Board of Education following this Annual Meeting on October 26, 2020). (*Copies of the proposed budget were presented at the Annual Meeting and are also available in the District Administrative and Business Offices.*)
17. Mr. Dave Schlichting made a motion to approve 2020 tax levy of \$20,478,084 (includes additional debt levy of \$1,900,000). Mr. Chris Hansen seconded the motion; unanimous vote; motion carried. The estimated District-wide tax rate is \$8.10 per thousand dollars of property value. (*The levy for 2019-20 was \$19,026,142 with a tax rate of \$8.10 per thousand dollars of property value.*)
18. Mr. Craig Dreier made a motion to authorize the Board to set the date for the next annual meeting. Mr. Chris Hansen seconded the motion; unanimous vote; motion carried. (*Monday, October 25, 2021, an annual meeting in September or October allows the Business Office to prepare the annual budget based on the Third Friday Attendance Report.*)
19. Mr. Dave Schlichting made a motion to adjourn the meeting; Mr. Tim Diestler seconded the motion; unanimous vote; motion carried.
20. With no further business, Chairman VanDenElzen adjourned the meeting at 8:15 p.m.

Respectfully submitted,  
Tamie Neilson, Administrative Assistant

# HORTONVILLE AREA SCHOOL DISTRICT

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Mr. Todd Timm, District Administrator  
246 N. Olk Street  
P.O. Box 70  
Hortonville, WI 54944-0070  
PH: 920-779-7921  
FAX: 920-779-7903  
E-mail: [toddtimm@hasd.org](mailto:toddtimm@hasd.org)

October 14, 2021

Dear community members and parents,

The Hortonville Area School District annual meeting will be held on October 25, 2021 at 7:15 p.m. The meeting will be held in the board of education room at Hortonville High School. Information on the budget/levy will be presented at that time.

The Hortonville Area School District has a Continuous Improvement Plan. We outline indicators to strive for in the continuous improvement framework.

The core areas and key performance indicators are listed below:

## Core Area-**Learning and Academics**-Key Performance Indicators

- Five Star School District according to the Department of Public Instruction Accountability Report Cards (83-100)-The district currently exceeds expectations on the DPI report card.
- Maintain Model Professional Learning Community Status
- Composite ACT Score (24)
- 100% of students in a transcribed credit, advanced placement, or college credit placement

## Core Area-**Engagement and Communications**-Key Performance Indicators

- Open Enrollment Surplus
- Staff Engagement (Q12 Gallup Indicator)
- Retention of staff at or above the CESA 6 Schools average
- Parent Feedback and Engagement
- Student Engagement in Clubs and Activities

## Core Area-**Safe and Orderly Schools**-Key Performance Indicators

- Annual Safety Audit Evaluation
- Mental Health Status Recognition
- Instructional Time Lost (Major Behaviors)
- Safety Teams including the following:
  - Medical Emergency Response Teams
  - Trauma Teams
  - Student Intervention Teams
  - Building and District Safety Teams

## Core Area-**Financial Stewardship and Operational Management**-Key Performance Indicators

- Fund Balance within School Board policy

- Facility Plan
- Long Term Technology Plan (5 Years Funded)
- Audit Report
- Bond Rating Aa2 and Mod Rate below 1

Thank you for your support of the Hortonville Area School District.

Sincerely,

*Todd Timm*

Todd Timm  
District Administrator  
Hortonville Area School District  
246 North Olk Street  
Hortonville, WI 54944  
[toddtimm@hasd.org](mailto:toddtimm@hasd.org)  
920-779-7921

**HASD Mission Statement**

*Our community ensures every student learns at the highest level*



**HORTONVILLE AREA SCHOOL DISTRICT**  
**BOARD OF EDUCATION**

Robert VanDenElzen.....	President
Dana Ramshak.....	Vice President
Willard Griesbach.....	Clerk
Craig Dreier.....	Treasurer
Brett Eidahl.....	Member at Large
David Schlichting.....	Member at Large
Andrea Marcks-Ziegler.....	Member at Large

**ADMINISTRATIVE TEAM**

Todd Timm - District Administrator	779-7921
Christina Peterson - Director of Business Services	779-7907
Christopher Hansen - Director of Learning	779-7901
Lori Smits - Director of Pupil Services	757-7153
Scott Colantonio – Director of Technology	779-7900 Ext. 16111
Samuel Engelland - Activities Director	779-7933
Thomas Ellenbecker - Hortonville High School Principal	779-7933
Timothy Rietveld - Hortonville High School Associate Principal	779-7933
Kari Rankin - Hortonville High School Dean of Students	779-7933
Torrie Rochon-Luft - Hortonville Middle School/Fox West Academy Principal	779-7922
Jared Deli – Hortonville Middle School/Fox West Academy Associate Principal	
Travis Lawrence - Greenville Middle School Principal	757-7140
Jesse Powell – Greenville Middle School Associate Principal	
David Harris - Greenville Elementary School Principal	757-6971
Tanya Lange - Hortonville Elementary School Principal	779-7911
Janna Cochrane - North Greenville Elementary School Principal	757-7030
Thomas Ellenbecker & Timothy Rietveld - Safety Coordinators	779-7933

# HORTONVILLE AREA SCHOOL DISTRICT

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David Harris, Principal

## Greenville Elementary School 2020-2021 Celebrations

### Student Relations:

- 🐾 Home visits with students struggling with virtual schooling
- 🐾 2x10 strategy completed in January by 65 staff members
- 🐾 Building focus on building relationships to improve student engagement
- 🐾 Used the SEL competencies to identify monthly learning goals
- 🐾 All students took part in SSIS screener with Parent and Teacher involvement to identify individual needs

### Professional Growth

- 🐾 SIT Problem Solving meetings occurred on a weekly scheduled basis
- 🐾 Setting up Canvas/Virtual schooling
- 🐾 8<sup>th</sup> Annual Data Dig
- 🐾 Monthly staff meetings via TEAMS to meet COVID guidelines
- 🐾 GES Staff participated in a virtual book study on the book Connections Over Compliance by Lori Desautels, Ph.D.

### Community/Parent Involvement

- 🐾 Dewey Food Drive for Dale Food Pantry
- 🐾 Farm to School
- 🐾 School Supply drive to collect items for families in need
- 🐾 Established and maintained two “little food libraries”
- 🐾 Distributed food weekly for students and families in the “Backpack” food program
- 🐾 Personal hygiene products were given to families by request
- 🐾 Established community partnerships with local optometrists, physicians, and counselors for pro bono services
- 🐾 Worked with Parents/Guardians on Canvas Login/Virtual schooling via email, TEAMS, and phone call to work through virtual schooling
- 🐾 Used Microsoft Teams to improve accessibility for Parent/teacher conferences and other parent meetings
- 🐾 Spirit Week for GES students and staff – October 2020
- 🐾 Spirit Week for GES students and staff – March 2021
- 🐾 Hygiene drive for GES families in need – May 2021

# **HORTONVILLE AREA SCHOOL DISTRICT**

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Tanya Lange, Principal

## **Hortonville Elementary School 2020-2021 Celebrations**

# HORTONVILLE AREA SCHOOL DISTRICT

Janna Cochrane, Principal

## North Greenville Elementary School 2020-2021

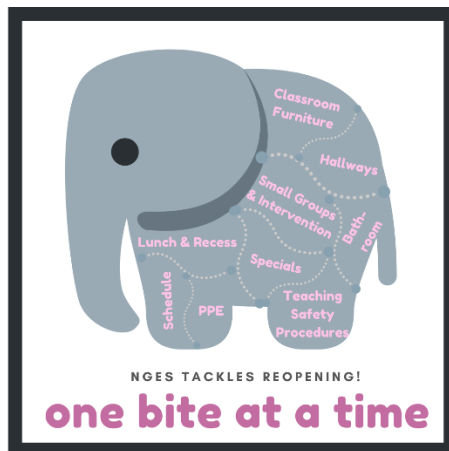
*NGES is a positive, collaborative community challenging all learners.*

Year seven at NGES started with a focus on being safe and healthy, which included a strong focus on following mitigation strategies at school. Staff and students adapted *beautifully* to the new expectations and adjusted throughout the year as needed.

In August, staff planned for the return of students with two key events:

**NGES Tackles Reopening One Bite at a Time** – taking on mitigation planning and problem solving for a safe and efficient reopening.

**Flash Back ~ Flash Forward** – documenting the learning from the year prior and prioritizing power standards to help drive what students needed after the closure of 2020.



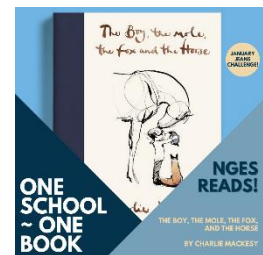
The NGES Virtual Open House shared with families, staff introductions, includes tours of spaces throughout NGES, and updated families on mitigation strategies as part of the HASD Reopening Plan. Students were excited to be back in school after the spring closure of 2020.

We welcomed students for the year by teaching expectations for school. Students had been off site since the previous March, so this was important not only for previous expectations but for new expectations such as mask wearing and distancing. Teams across the district helped provide materials and supports to start the year off strong.

Throughout the HASD, teachers collaborated to provide Canvas courses for quarantined students, working harder than ever in providing quality in person instruction as well as quality videos and resources daily for students in quarantine.

NGES became home to the district COVID-19 staff testing site, open to staff and their families. Hosting the HASD team was valuable in seeing all that the district did to support the school communities and get staff back to work in a short turn around as opposed to waiting days for test results. It was a valuable benefit for staff and appreciated by all.

Adult SEL was a focus all year as we gave everything we had to students but also needed to take care of ourselves. In an effort to keep spirits high and staff engaged, monthly challenges for the opportunity to wear jeans were offered. One offering was to join NGES Reads in a **One School ~ One Book** project for staff. All were invited to read the book The Boy, the Mole, the Fox, and the Horse. This book explores universal life lessons of kindness, friendship, and compassion. It offered inspiration and opportunities to reflect as a staff and share thoughts and emotions with others.



NGES welcomed several state legislators in for Walk and Talks organized by Mr. Timm. The goal was to share our story of being in person every day and impact decisions made at the state level in regard to schools, funding, and support of public education during COVID. NGES appreciated the opportunity to be part of these discussions.

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Video calls in Microsoft Teams were used for collaborative team meetings, committee meetings, parent teacher conferences, IEPs, at home student meetings, and more. The learning of technology experienced was high by both staff and students.

Staff meetings in the 2020-2021 school year were held in three ways. Some were distanced and in person. Others were in Teams. Still others were in a digital format, utilizing Padlets or Jamboards to collaborate and share learning and thinking. NGES adapted and adjusted while continuing to find ways to connect with each other and support the important work of helping our students.



With a dramatic increase in parents driving kids to school, refined procedures for the NGES Loop moved 100+ cars through the pickup line after school in 15 minutes. Staff turned out before and after school to assist in new procedures and keeping kids distanced and safe.

NGES continued daily Social Emotional Learning lessons in all classrooms, focused around the five social emotional competencies. This was more important than ever during the pandemic.

The NGES Staff is proud of the work that took place UP NORTH in the 2020-2021 school year. We celebrated student progress, staying open every day, and doing it all in a positive environment that supported students, families, and staff during a pandemic. We are proud to say we lived our mantra of putting **Kids. First. Always.** in a pandemic.



**Kids. First. Always.** ~ Even from a distance.

# HORTONVILLE AREA SCHOOL DISTRICT

Travis Lawrence, Principal

Jesse Powell, Associate Principal

## Greenville Middle School 2019-2020 Celebrations

### GMS 20-21 School Goals



#### Academic Goal

During the 20-21 school year, we will identify and close learning gaps in essential standards that may have occurred during online learning in the Spring of 2020 due to COVID-19. We will accomplish this by identifying prerequisite skills and using pre-assessment data to inform instructional practices.

#### Action Steps

- Utilize the flash back/flash forward process
- Share instructional data through vertical alignment conversations
- Share SIT data from the online learning that took place during Spring of 2020
- Maintain utilization of data analysis and behavior analysis protocols in collaborative teams
- Utilize pre-assessment data to adjust pacing and instructional delivery of essential standards
- Develop systems for student goal setting and progress monitoring
- Provide opportunities for students to learn at their own pace
- Utilize engagement prompts over single response or open-ended response questioning strategies

#### Virtual Learning Goal

During the 20-21 school year, we will provide a virtual learning environment where the level of rigor is high and mirrors that of in-person learning. This will allow for a continuity and equity of education between both online and in-person learning.

#### Action Steps

- Develop a grade level checklist where components of learning materials are stored in Canvas
- Prioritize time within collaborative teams to discuss expected standards, rigor, and pacing of instruction (online and in-person alike)
- Identify a schedule for online learners to establish a positive routine for daily instruction
- Work to identify instructional practice and learning opportunities that encourage higher level DOK
- Increase face to face interaction for online learners
- Provide for social/collaborative opportunities among at home and in school learners

- Provide opportunities for students to learn at their own pace
- Utilize engagement prompts over single response or open-ended response questioning strategies

### **SEL Goal**

By the end of the 2020-2021 school year all GMS staff members will implement research-based universal Social and Emotional Learning practices for in-person and virtual learners as evidenced by ongoing documentation. (Surveys, staff meeting reports, documentation logs, etc.). This goal is to be reflective of the current educational environment due to the COVID-19 pandemic.

- While acknowledging the importance of all five SEL competencies, we will emphasize social awareness and relationship skills this year.

### **Action Steps**

- Utilize WIN/FLEX time in homerooms to teach and develop SEL skills
- Promote relationship building through strategies such as 2X10
- Utilize casel.org for instructional videos and tabletop exercises around social awareness and relationship building
- Utilize student created videos, presentation, lessons around the SEL competencies
- Share resources by pupil services team for in-person and online learners
- Collect data to identify areas of need related to SEL
- Celebrate successes along the way. This might be accomplished during FLEX time, or other times during the day
- Continue to build on the existing bank of strategies for building the SEL competencies. This bank of strategies will be shared with staff as it continues to develop and grow
- Provide for social/collaborative opportunities among at home and in-school learners

## **Successful Implementation of Mitigation Strategies**



GMS was able to successfully implement a variety of COVID mitigation strategies that allowed us to remain open for the entire school year. Some of these strategies included but were not limited to:

- Social distancing as much as possible throughout the building
- Pre-determined seating charts in classes and lunch
- Creation of a staggered lunch schedule
- Masking
- Focus on handwashing and sanitization
- Desk dividers
- Introduction of a virtual learning option



## **Successful Implementation of Virtual Learning Option**



Our teaching staff stepped up in a big way by working to develop teaching strategies through dual learning options for students (in-person and virtual learning). This process needed to be very fluid as family and student needs were changing regularly based on the current health environment at the time. Our teachers did an amazing job in this capacity!

## **Successful Referendum in April**



We were blessed by overwhelming community support in April when the referendum to add much needed space to GMS passed. We are excited for the new building additions to open for the 22-23 school year.

## **Maintaining Co-Curricular Options During the Pandemic**



Thank you to HASD Activities Director Sam Engelland for his hard work in keeping co-curricular activities open and available to our student throughout the pandemic!

**GMS Staff Member Recognized as the School Specialty 2021 Crystal Apple Award Winner**



Ms. Bonnie York, a GMS 5<sup>th</sup> grade teacher at the time (now 7<sup>th</sup> Grade) was awarded the 2021 School Specialty Crystal Apple Award for 2021. Her 5<sup>th</sup> grade class worked hard to surprise Ms. York by submitting a video as to why she deserved this great award!

**Continued Enrollment Growth**



HASD is the 2<sup>nd</sup> fastest growing school district in the state of Wisconsin. Greenville Middle School drew by nearly 100 students during the 2020-2021 school year, an increase of well over 12% in one year. HASD is undoubtedly a destination district.

# HORTONVILLE AREA SCHOOL DISTRICT

Torrie Rochon-Luft, Principal

Jared Deli, Associate Principal

## Hortonville Middle School / Fox West Academy 2020-2021 Celebrations

### *Focus on Student Learning*

- ✓ Our schools both focused heavily on literacy across the content areas and closing achievement gaps in literacy and math from our 9 weeks online learning in Spring 2020. Our focus in the classroom last year was infusing Tier 2 instruction via literacy and math workshop approaches, which lent itself to some science and social studies classrooms infusing this work. We continued to focus on connecting math and literacy into our classrooms. Below, you will see our goals for last year that drove the collective work of our Team Leaders and our school, using the Forward Test as a measurement of this. In November, when the DPI releases the report card, you will see the fruits of their labor in literacy and math and especially student growth.
  - ✓ Our Leadership Team chose to pilot i-ready with over half of our school and spent considerable building funds to make this happen, as we believed giving our students another tool to help them in their literacy and math skills. We used the data to do continuous improvement cycles of learning, especially within the 5<sup>th</sup> grade. We got very strong at using the data, creating an action plan to meet the students needs, come back in the PLC process and talk about which students are growing and which are not and then changing methods when we weren't seeing the results for our students. We saw excellent growth with this model and was a major celebration, as this class of 5<sup>th</sup> graders came to us with 62% at 40% and below in reading.
  - ✓ Our school continued to use the PLC process to collaborate, dialogue about great teaching practices, create and redesign assessments that measure students' depth of understanding and knowledge ensures a guaranteed and viable curriculum before high school. We are continuously getting better, learning and growing together. Our focus is to be "the best at getting better!"
- The School Intervention Team (SIT) meets weekly to discuss and problem solve student needs at the Tier II & III intervention level, but we also focus on problem solving at the universal level as well!
- ✓ Fox West Academy spent a year working with their board to revise their goals, look at their strengths of projects and a STEM approach and build in strong literacy practices with a schedule that will work to meet the needs of all students and help them to grow and flourish.
  - ✓ Fox West Academy was limited in their trips and Family Nights, but this team thought outside of the box and created meaningful and rich experiences for our kids.
  - ✓ Our staff really grew our culture, fellowship and community. We leaned on each other, learned from one another, appreciated each other and had one outstanding year~ the culture is what I am MOST proud of in this school. Our staff gives 100% and they serve our students with JOY, LOVE and COMMITMENT each and every day!



### *Staff Professional Learning and Growth*

- ✓ Without staff development and staff learning time this past year it was hard! However, we used our PLC process even more than ever and our learning was infused via each grade level PLC and within content area PLC's. We are VERY proud of the work that our middle schools have done with each other getting even tighter and working extremely collaboratively. This has made us BETTER! The focus was tight on Tier 2 and 3 in math and literacy and using conferring within the classroom daily within the workshop model.

- ✓ Our staff focused on providing engagement within the classroom while staying in COVID guidelines, we worked together as a team to figure out how to do both meaningfully.
- ✓ All teachers serve on a committee focused on the growth and learning of the school to continuously grow and improve. Our areas of focus are on social and emotional well-being of the child and staff, infusing the CPS model throughout the school, literacy collaborative, digital learning, safety team, academic and career and RtI practices.
- ✓ We used the staff development on SEL at the district level to make us better and carried it out in our classroom practices, as we used the SSIS data and is starting to give us meaningful data on kids.



## ***Focus on Character Education / Community Service / External Learning***

- HMS & FWA held EQUITY Week and “Growth Mindset” to focus on bringing all students and staff together and build positive healthy minds and a feeling of well-being, infusing tolerance, acceptance and understanding.
  - We participated in a challenge to raise money for a child at GES with cancer. This was led by our teachers and had teacher challenges along the way to raise more and more money.
  - SMAC group did a wide variety of service projects throughout our community while following COVID protocols, which was challenging this year. They did food drives, coat campaign, Penny Wars for Veterans and raised money for the YMCA.
  - 6<sup>th</sup> graders and invited any students who want to participate with 6<sup>th</sup> grade teachers in the Polar Bear Plunge, with proceeds supporting Special Olympics.
- HMS and FWA students participated in Dewey’s Food Drive, collecting more non-perishable food items than ever before for the Hortonville-Dale Food Pantry and adopted many families in partnership with the Transportation Department and also supported families in our school.



## ***Focus on Student Engagement / Student Relationships***

- Positive Office Referrals were submitted by staff and distributed to students to celebrate academic excellence and positive behaviors along with the good students are doing~ what we focus on we get more of!
- Student of the Month awards were given throughout the school year.

## ***Celebrations...***

- ✓ As I mentioned prior, our culture, our connection to one another to do whatever it takes for kids and for staff has helped us to really develop a strong, positive culture!



- ✓ E3 continues to support the well-being and health of our students. It is a valued service for our kids and their future.
- ✓ Fox West Academy involves the community, community outreach and families in a project-based environment that is centered around relationships and presentation nights where they showcase their speaking skills and knowledge learned, even when done virtually!
- ✓ Social & emotional growth of students and helping them to feel connected, to feel they belong, and they matter is at the focus of everything we do and say.
- ✓ The HMS report card continues to grow over the last four years on the collective work they are doing in PLC's and focusing on getting better! You will see evidence of this in November!



## 2020-2021 HMS & FWA Goals

### [Plan on a Page~ District Report Card component for HMS & FWA](#)

<p><b>Social &amp; Emotional Goal</b>  <i>Successfully connect staff and students to social-emotional learning supports in virtual and live settings</i></p> <p><b>How will we measure our goal?</b></p> <ul style="list-style-type: none"> <li>• <i>QUARTERLY surveys for student and staff emotional wellness</i></li> </ul> <p><b>How will we monitor our progress?</b></p> <ul style="list-style-type: none"> <li>• <i>Survey results and verbal feedback from students and staff</i></li> </ul>	<p><b>**Check in with students and staff as regularly as possible--particularly students affected by quarantine or illness. Encourage students through connection and conversation. Staff: Listening sessions, team leaders keeping admin informed about teammates</b></p> <p><b>Step 1:</b>  <b>What Will We Do: Use quarterly survey data to monitor and support student and staff emotional wellness.</b></p> <ul style="list-style-type: none"> <li>• Create survey which will measure:             <ul style="list-style-type: none"> <li>○ Connectedness</li> <li>○ Stress level monitoring</li> <li>○ Resilience strategy usage</li> </ul> </li> <li>• Administer survey at beginning of year and at the end of each quarter</li> <li>• Create and share virtual quarterly resource(s) for staff</li> <li>• Create student resources for staff to utilize with students in the classroom and during homeroom</li> <li>• Identify and share resources via Canvas SEL page</li> </ul> <p><b>Who will do it:</b> SEL team and staff  <b>When will it be completed:</b> Survey administered at beginning of year and at the end of Quarter 1-3</p> <p><b>Step 2:</b>  <b>What Will We Do: Incorporate emotional check-ins with students and staff</b></p> <ul style="list-style-type: none"> <li>• Begin PLC and grade-level team meetings with a wellness check in</li> <li>• Continue to celebrate positives and keep using Golden Tickets and thank you notes</li> <li>• Check in with your colleagues</li> <li>• Engage students in relationship-building conversations on a daily basis</li> <li>• Weekly discussions with students to connect and acknowledge concerns</li> </ul> <p><b>Who Will Do It: All teachers and staff</b>  <b>When Will It Be Completed: Ongoing</b></p>
<p><b>Literacy Goal</b></p>	<p><b>Step 1:</b></p>

***Use the balanced literacy model that includes the components: mini-lesson, conferring, small group instruction and read aloud to foster the love of reading and the use of metacognitive skills every day.***

***How will we measure our goal?***

- Lesson plan
- Classroom observation
- Canvas
- STAR assessment
- Forward scores

***How will we monitor our progress?***

- Lesson plan
- Classroom observation
- Canvas
- PLC reflections
- Data Analysis Protocol

**What Will We Do:** Engage in rich conversations through the PLC model to incorporate literacy skills in other content areas.

- Share strategies
- Calibrate assessment of student work
- Share ideas of strategies that are showing success in the classroom
- Observe and provide feedback on success of literacy components used within the classroom
- Work with literacy coaches to gather ideas
- Develop a structure for the literacy components (lesson plans, in class instruction, Canvas)
- Use staff development to share instructional strategies
- Utilize cross district PLC meetings to share instructional strategies that are effective for students.

**Who Will Do It:** all teachers

**When Will It Be Completed:** 2020-2021

**Step 2:**

**What Will We Do:** Develop additional instructional strategies for Tier 2 & 3 students

- EduClimber, F&P, running records, classroom observation, Mastery Connect to monitor student learning.
- Communicate with Literacy Interventionist
- Share Tier 2 strategies within PLC's and literacy team
- Create supports to help students struggling on-line and provide them the resources they need.
- Utilize Co-teachers to implement best strategies

**Who Will Do It:** all teachers

**When Will It Be Completed:** 2020-2021

**Step 3:**

**What Will We Do:** Continue engaging in professional development to create Canvas

	<p>courses that continue to provide rigorous and meaningful instruction</p> <ul style="list-style-type: none"> <li>• Create a schedule that helps students with academic goals</li> <li>• Have training available throughout the school year to respond to a changing environment</li> <li>• Make literacy and instructional coaches an integral part of developing Canvas courses and general instructional support</li> </ul> <p><b>Who Will Do It:</b> all teachers</p> <p><b>When Will It Be Completed:</b> 2020-2021</p> <p><b>Step 4:</b>  <b>What Will We Do:</b> Address the different readiness levels of students</p> <ul style="list-style-type: none"> <li>• Spend time in PLC’s looking at gaps of learning at Tier 1.</li> <li>• Use small group instruction to differentiate the needs of students through: <ul style="list-style-type: none"> <li>○ pre-teaching</li> <li>○ teaching pre-requisite skills and vocabulary</li> <li>○ strengthening instructional skills taught previously</li> <li>○ Break down learning to meet the needs of students at the level they are at</li> </ul> </li> <li>• Plan for differentiated learning to meet the needs of students. Use STAR data, Educlimber, Mastery Connect to help guide your work.</li> <li>• Use blended learning to support our learners.</li> </ul> <p><b>Who Will Do It:</b> all teachers</p> <p><b>When Will It Be Completed:</b> 2020-2021</p>
<p><b>Math Goal</b>  <i>Use a collaborative, workshop model to support high levels of rigor and engagement in math to provide high levels of instruction.</i></p> <p><b>How will we measure our goal?</b></p>	<p><b>Step 1:</b>  <b>What Will We Do:</b> Engage in rich conversations through the PLC model to incorporate math skills in other content areas.</p> <ul style="list-style-type: none"> <li>• Share strategies with staff such as math talks, think-alouds, partner talks, etc.</li> </ul>



- *Lesson plan*
- *Classroom observation*
- *Canvas*
- *STAR assessment*
- *Forward scores*

***How will we monitor our progress?***

- *Lesson plan*
- *Classroom observation*
- *Canvas*
- *PLC reflections*
- *Data Analysis Protocol*

- Standards for Mathematical Practice will be shared with all teachers and powered standards per grade level will be practiced at team meetings.
- Calibrate assessment of student work
- Share ideas of strategies that are showing success in the classroom
- Use staff development to share instructional strategies
- Utilize cross district PLC meetings to share instructional strategies that are effective for students.

**Who Will Do It:** all teachers

**When Will It Be Completed:** 2020-2021

**Step 2:**

**What Will We Do:** Develop additional instructional strategies for Tier 2 & 3 students

- EduClimber, classroom observation, and Mastery Connect to monitor student learning.
- Teachers will utilize DreamBox to gather data and differentiate material in the classroom and online.
- Teachers will use goal setting (data binders) to effectively support their students.
- Communicate with Math Interventionist
- Share Tier 2 strategies within PLC's and math team
- Create supports to help students struggling on-line and provide them the resources they need.

**Who Will Do It:** all teachers

**When Will It Be Completed:** 2020-2021

**Step 3:**

**What Will We Do:** Continue engaging in professional development to create classes that continue to provide rigorous and meaningful instruction

- Create a schedule that helps students with academic goals

	<ul style="list-style-type: none"><li>• Create Canvas classes that support the rigor and engagement of the traditional classroom.</li><li>• Co-Teaching</li><li>• Have training available throughout the school year to respond to a changing environment</li><li>• Make math and instructional coaches an integral part of developing Canvas courses and general instructional support</li></ul> <p><b>Who Will Do It:</b> all teachers</p> <p><b>When Will It Be Completed:</b> 2020-2021</p>
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**HORTONVILLE AREA SCHOOL DISTRICT**  
**HORTONVILLE HIGH SCHOOL**

**“We Learn Together”**

Thomas J. Ellenbecker  
Principal

Timothy Rietveld  
Associate Principal

Kari Rankin  
Dean of Students

Samuel Engelland  
Activities Director

**Annual Report 2020-2021 Academic Year Hortonville High School**

**Student Learning**

- The ACT composite results from our graduates at Hortonville High School rank above the state average in all categories: English, Mathematics, Reading, Writing, and Science.
- HHS offers Advanced Placement coursework in 14 different content areas. Advanced Placement classes allow students to prepare for AP exams with the opportunity to earn college credits dependent on exam results.
- HHS offers 9 different CAPP courses through the University of Wisconsin – Oshkosh and Lakeland University. CAPP courses allow students the opportunity to earn post-secondary credits by earning a C or better in the respective courses. Each course has an instructor and curriculum that is approved by the university that we partner with.
- HHS offers 19 different Technical School courses with either an advanced standing or transcribed agreement.
- Project Lead the Way entered the 9<sup>th</sup> year of implementation within our Technology Education Department at HHS. We offer the entire PLTW program at HHS.
- HHS continues to implement the TEALS program within its Computer Science Department. The program provides an opportunity for education to partner with private business to deliver a more application-based and more in-depth curriculum. During the 2020-2021 school year, HHS offered three TEALS courses.
- Polar Bear Enterprise, a student run business, entered its seventh year. Students from Marketing, Accounting, Engineering, Web Design, Graphic Arts, and the Trades worked with private industry to develop products to sell as an actual business within the school. Our students have developed contracts with multiple organizations and businesses.
- Co-teaching classes in math and English sections completed their 4<sup>th</sup> year of implementation at HHS to support special education students in an inclusive environment.
- HHS continued to offer an ACT practice assessment for our 11<sup>th</sup> grade students that better prepare them for the rigor and length of the mandated assessment given in the spring.
- HHS offered and supported online and in-person school without any shutdowns or interruptions during the 2020-2021 school year.
- HHS held both virtual and in-person band and choir performances during the 2020-2021 school year.
- Held student engagement activities both on-line and in-person. (Bingo Night, SWAP Volleyball, and Movie Night)

**Co-curricular Activities and Extracurricular Activities**

- Hortonville High School performed “*The 25<sup>th</sup> Annual Putnam County Spelling Bee*” in the Spring of 2021. The musical contained over 120 students split into two casts and four performances.
- HHS performed “The Empty Chair” in the Fall of 2020. The play contained over 50 students split into two casts. Both casts advanced to the WHSFA One Act State Finals Competition.
- HHS Link Crew advisors and student leaders assisted new students with the transition into high school at HHS.

- HHS participated in a cooperative hockey program with area schools that saw the team advance to the sectionals.
- Music education students had an outstanding year with performances in person and virtual concerts. They were able to take their Hawaii Trip this summer and has great success.
- Students With a Purpose were trained in Sources of Strength, a program to build resiliency skills among adolescents. SWAP conducted a mentor campaign during the academic year that highlighted student mentors both inside and outside of school. SWAP also spent time educating middle school students on the dangers of tobacco and other drugs.
- Charlie Wirth earned first team all-conference in boys Cross Country. Aidan Paschke earned honorable mention all-conference honors.
- Kate Downie and Alix Kundinger earned first team all-conference honors in Girls Golf. Emily Schmidt earned second team all-conference honors and Reagan Sturn earned honorable mention all-conference honors.
- Molly Rohde earned first team all-conference honors in Volleyball. Emma Mullins and Hailey Meyer earned honorable mention all-conference honors.
- T.J. Payne, Parker Lawrence and Sam Dodd earned first team all-conference honors in Football. Zach Roovers, Ben Buelow, Brady Mashlan, Francis O'Connor and Chase Hughes earned second team all-conference honors, and Evan Roach, Bodie Schanhofer, and August Maurer earned honorable mention all-conference honors.
- Sam Dodd was named Conference Offensive Player of the year.
- Drew Klein earned first team all-conference honors for Boys Soccer. Travis Schmitz and Noah Lopez earned second team all-conference honors and Daniel Lopez and Miles Montalbano earned honorable mention all-conference honors.
- Parker Lawrence earned first team all-conference honors in Boys Basketball. TJ Payne earned honorable mention all-conference honors and Parker Lawrence was named to the all-conference defensive team.
- Lyric Johnson was earned first team all-conference honors for Girls Basketball. Kamy Pepler earned second team all-conference honors and Lyric Johnson and Kamy Pepler were named to the all-defensive team.
- Wyatt Skebba and Landon Thern earned first team all-conference honors for Wrestling. Jacob Collar earned second team all-conference honors and Jesse Cleereman earned honorable mention honors. Wyatt Skebba was a state finalist and earned a second play medal at the state tournament.
- Sam Dodd, Caleb August, Hayden Timm and Landon Springstroh earned first team all-conference honors in Baseball. Camden Kuhnke, Thomas Burns, Ben Beulow, Easton Plachetka, and Evan Mahan earned honorable mention all-conference honors.
- Conor Schaefer and Ross Reinemann earned second team all-conference honors in Boys Golf.
- Maggie Werner, Hannah Meschnick, Rachel Rost, and Ashley Luedtke earned first team all-conference honors for Softball. Tavia Schmidt, earned second team all-conference honors.
- Charlie Wirth, Noah Reynolds, Sawyer Caves, Adam Escudero, Sam Mckee, Chase Hughes, and Aiden Leist all earned all-conference honors in Boys Track and Field.
- Lyric Johnson earned all-conference honors in Girls Track and Field.
- The Girls Bowling team made it to the State Tournament as a team.
- Christian Julius made it to State Bowling as an Individual.
- Hortonville took first place in the High School Visual Arts Classic State Competition.
- Grace Powell was named Vice President of the State Deca Association. Nine High School students place at DECA State.
- Janelle Wolter received a \$1000.00 scholarship from the Wisconsin High School Powerlifting Association.

- Carley Evers, Claire Bowman, Emma Bowman, Zoey Heimmermann, Jaiden Schroeder, Janelle Wolter, Susie Wirth, Trey Oswald, Landin Springstroh, and Joseph Degeneffe all qualified for the State Powerlifting Meet.
- Sarah Nowotny was a Dean List Finalist for the FTC's Wisconsin State Robotics Championships.

### **HHS Professional Learning**

- The Professional Learning Community process was enhanced through the high school's professional book study. Staff were given a choice of four books to choose from to increase their professional knowledge on certain areas of education. Book titles included: *"The Power of Voice in Schools"*, *"Yes We Can"*, *"Text-Dependent Questions"*, and *"Reading for Understanding"*. All staff participated in one of the four virtual book studies that met monthly and were led by administration and teacher leaders in the high school.
- HHS staff continued RtI through the development of interventions for behavioral intervention, literacy support, and mathematics support.
- HHS staff continued their professional growth through active participation in virtual conferences.
- Safety initiatives at HHS were implemented to ensure that students and staff are safe. Trainings and drills including a relocation drill, TECIP Tabletop Exercises, 3 MERT Drills, and 2 safety audits were conducted to assess the safety of all high school facilities.
- Continued to implement Academic and Career Planning with all HHS students. Counseling staff implementing 10<sup>th</sup> grade conferencing for the first time to conduct post-secondary planning conversations earlier in the students' high school process. In addition, 12<sup>th</sup> grade group conferencing was offered.

### **Celebrations and Awards.**

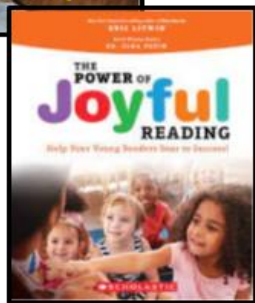
- HHS continued meeting with its CS Advisory Committee that consisted of staff, students, and business leaders to assist in building the Computer Science opportunities for students at the high school. Committee members have been asked by organizations such as the NEW IT Alliance and Microsoft TechSpark to discuss the committee's growth and immediate successes.
- US News and World Report ranked HHS as a Top High School in the Nation for the 2<sup>nd</sup> straight year.
- HHS Class of 2020 celebrated a 99% graduation rate.
- Mr. Frenkel and Ms. Acker earned CAPP certification through UW-Oshkosh for new courses.
- The number of students and percent of students taking an Advanced Placement exam reach their high points to date at HHS.
- 67% of students at HHS took at least one AP or Dual Credit Course.
  - 439 students successfully completed at least one Advanced Placement course.
  - 466 students successfully completed at least one dual enrollment course.
- 96% of the Class of 2021 took at least one AP or Dual enrollment course while at HHS.
- The Class of 2021 had 144 of 315 (46%) students complete a state identified pathway of study during their 4 years at HHS. This will result in approximately \$100,000 of ACT 59 grant dollars that will be awarded by the state to be used by HHS to promote academic and career programming at the high school.
- HHS had 64 students participate in the Youth Apprenticeship Program during the 2020-2021 school year.
- The Class of 2021 earned over 1.1 million dollars in post-secondary pursuits. Approximately \$850,000 in college scholarships and \$300,000 in tuition savings through the CAPP program.

# HORTONVILLE AREA SCHOOL DISTRICT

Jared Deli, 4K Coordinator

## HORTONVILLE COMMUNITY 4K PROGRAM

*Celebrations of the 2020-2021 school year!*

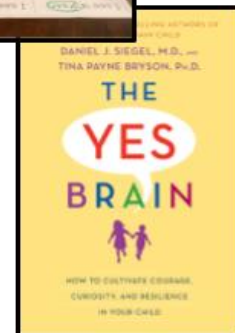


### Growing together

- ★ District wide virtual collaboration took place monthly to discuss and share lessons, resources, and effective communication strategies at each site.
- ★ The 4K Team took advantage of Curriculum hours to develop a pacing guide around the 4K curriculum map.
- ★ The YMCA opened their new facility as well as opened an additional 3rd section. During the 2020-21 school year we grew to 13 sections that served 242 students across the district.
- ★ Staff engaged and continue to engage in the book study *The Power of Joyful Reading* to discuss and implement age appropriate ways to engage students in literacy.
- ★ Conversations continue to take place around 4K assessments and consistency of how they are administered and recorded.
- ★ District wide implementation of Fountas and Pinnell Interactive Read Aloud kits. The goal of consistent Read Aloud structure across the district will improve Kindergarten readiness.

### Creating Partnerships for Learning

- ★ We hosted a virtual book study of *The Yes Brain* to engage families in conversation around fostering growth mindset and raising emotionally strong children.
- ★ The 4K Coordinator Committee communicated to navigate COVID protocol across the district, ensuring safety and compliance with board approved practices while also honoring day care licensing regulations.
- ★ Partnered with Hillside staff to offer a virtual section of 4K students that served almost 40 students at one point.
- ★ According to survey data, we had high parental approval of the 4K program. 97.6% of parents surveyed their child enjoyed school. 98.4% of parents surveyed shared that their child learned appropriate academics to be successful for kindergarten.
- ★ Despite not physically traveling to community sites during the 2020-21 academic school year, universal implementation of Interactive Read Aloud expectations were set. Also, goals for the 2021-22 school year reflect re-establishment of joint walk through observations.



# HORTONVILLE AREA SCHOOL DISTRICT

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Lori Smits, Director of Special Education

## Special Education Year in Review

2020-2021

- **COVID Response** – We had a strong focus on ensuring all students within special education received FAPE (Free Appropriate Public Education). We needed to ensure all students were able to make progress towards their IEP goals, even with the significant barriers for some students due to COVID. Many students' IEP (Individual Education Plan) teams needed to reconvene and find creative solutions for educating students. Some of the solutions included staff working with students in their homes, as well as providing targeted virtual interventions. Due to the hard work and creative energy of IEP teams, our district met the FAPE requirement with students, alleviating the need for compensatory services.
- **IDEA 2020 LEA Determinations** – In March of 2021 this report was provided to HASD to help direct our district's supports and interventions for students with disabilities for closing achievement gaps. The report was calculated on IDEA (Individual with Disabilities Education Act) compliance and results. The overall calculation for HASD was 100%, as we met and exceeded all 15 scored indicators.
- **Universal Design for Learning** – Special education staff continued to work with general education staff to make learning environments universally accessible to all students. GOALBOOK Toolkit continued to be a resource for staff for providing multiple means of engagement, representation, and action and expression in the classroom.

## Pupil Services Year in Review

2020 - 2021

- **School Nursing** – School nursing was instrumental in ensuring our students had access to school by keeping schools open. District administration met weekly with our school nurses to ensure we had a strong, coordinated approach.
- **Coordinated Response to Data/Need** – A coordinated response from each building's pupil services team continued for providing food and hygiene products, as well as structured support for social emotional health.
- **Social Emotional Learning Screening** - SSIS (Social Skills Improvement System) was implemented to help schools target the specific social emotional learning (SEL) skills students needed. Pupil services teams then helped lead the instructional supports within their buildings.
- **Mental Health Screening** - Crystal Ludwig was hired to be the district's mental health screener. This allowed for growth in district mental health programming. Mental health screening expanded for students in grades 3-6, as they were offered to take the SSIS SEL Brief and Mental Health Scales. Building pupil services members followed up with services that were offered to each child whose mental health results indicated a possible concern.

# **HORTONVILLE AREA SCHOOL DISTRICT**

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## **DEPARTMENT UPDATES 2020-2021**

### **FOOD SERVICE**

Julie Manthe, Food Service Director

The Food Services Department saw a very different year. We ran the program as a seamless summer option with all students receiving one free breakfast and lunch daily. Participation did increase a bit and many students enjoyed this benefit. We fed summer school as well as offered curb side pickup available throughout the summer. We also experienced and continue to experience supply chain shortages and staffing shortages. It has been a unique experience, and we continue to adapt to the changes as they occur. The Food Service Department is committed to giving our students choices and serving our students the very best we can.

### **FACILITIES / GROUNDS**

Timothy Diestler, Facilities/Grounds Director

First, I would like to thank the School Board and our Administrative team for being proactive in the care of our facilities. I believe our buildings and grounds may be some of the best and well cared for in the state. By taking care of them up front we have not had to go to our community with maintenance issues or concerns.

This year we replaced the last two old sections of roof at HES, so with upkeep that building should be good for 25 plus years. We will be looking at roofs on GES, GMS, and HHS in the coming years.

The blacktop was repaired, sealed, and restriped at NGES and the Transportation Center this year and we will evaluate our hard surfaces in spring on what to do next because of the construction and remodeling.

We were able to replace a large section of HES's hallway flooring that was starting to come up and four classrooms of carpet at HMS along with an office.

With R-22 refrigerant being phased out and becoming very expensive the district purchased and installed three new chillers and three new air conditioners.

An LED lighting project was completed at HMS. This year we have also completed NGES, Transportation, and are working on GES and HES. That will mean all our buildings have new LED technology.



# TRANSPORTATION DEPARTMENT

Brian Gooding, Transportation Director

We started the 20-21 School year with a huge dose of pessimism that HASD would actually stay open the full school year in the midst of the Covid Pandemic. General consensus at the bus garage was that we would be surprised to make it past the first month before school would close. However, HASD made it through the entire year without closure.....Well played Mr. Todd Timm, well played!

Like every other department in the school district, the pandemic played a huge part in the upheaval we experienced, we started the school year **16 drivers down**, the drivers that remained along with the mechanics and office staff pulled us through tough spots. Staggered starts for the schools to reduce numbers on the buses was introduced. Can we forget the monster storm that put 7 of our buses in ditches or stuck in icy cul-de-sacs? Tammy McFaul route secretary extraordinaire announced her retirement, followed closely by Director of Transportation Harry Steenbock. Brian Gooding took on the position of Director of Transportation with Genna Laabs as the new Route Secretary. Through all the changes made in our department- we are still moving and “Driving America’s Future”. Tackling new challenges and embracing them as they come.

# HORTONVILLE AREA SCHOOL DISTRICT

## HORTONVILLE AREA SCHOOL DISTRICT 2021-2022 Budget Message

The school district budget process begins annually in January and is not complete until early October. It is one of the only budget processes that begins spending funds before a final budget is approved. Until final pieces of the budget are known key elements such as general state aid, overall revenue limit authority, property values and the tax levy rate remain estimates. It is important to understand that a school district budget goes through many revisions and edits before final Board approval to ensure fiscal responsibility and continued community support. The information presented here is prepared using the best information available. It is expected that revisions will be few and minor.

### WHAT'S NEW IN 2021-2022

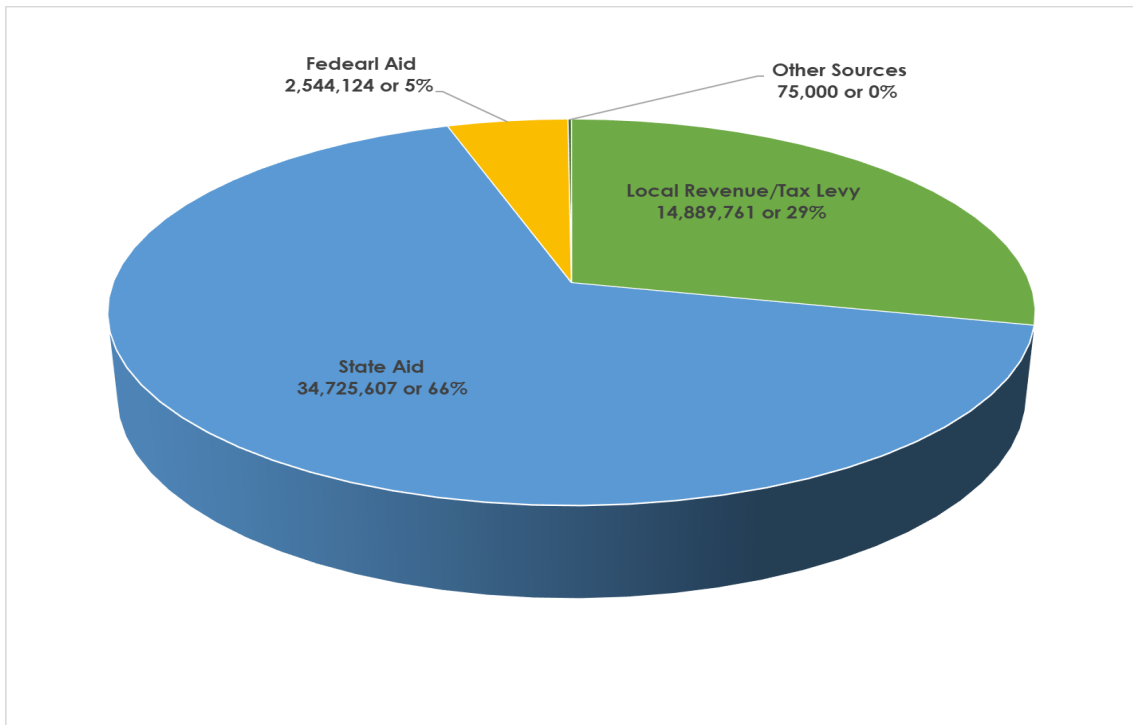
- **Additional Revenue** – The state budget was approved with no additional funding under the revenue limit. The Per Pupil Categorical Aid remains unchanged in 2021-2022 at \$742/pupil. The district will receive additional revenue through Federal ESSER Grants.
- **Tax Levy** – The district is receiving \$2.076M in additional general state aid, thus reducing the General Fund Tax Levy by \$1.2M. This number is impacted by increased membership and exemptions to the revenue limit. The largest exemption being the Wisconsin Parental Choice Program (vouchers). The voucher expense is increasing by nearly \$274,000 for the fiscal year. The district's tax rate will decrease by \$0.10 from \$8.10 to \$8.00.
- **Health and Dental Insurance** – District Health Insurance premiums will increase 3.3% or approximately \$219,000 for 2021-2022. This increase reflects claim experience and the addition of copays for primary and specialty care visits. Through a competitive bid process the district was able to remain with WCA/GHT as its health insurance carrier for 2021-2022 and receive a second-year rate cap guarantee of 9.5% for 2022-2023. The district Dental Insurance plan is self-funded and administered by Delta Dental. We were able to consolidate dental plans and adjust premium equivalency rates reducing the overall employee contribution for all groups by 6.2%.
- **COVID-19 Investment** – There has been a substantial investment by the district in preparing our schools during the pandemic. Federal ESSER funds will be used to support students and staff as COVID continues to impact students, families, and staff in many ways during this unusual time.
- **Enrollment** -- The district receives less revenue per pupil than the state average. This is offset by the district's rapid enrollment growth – in-district and through state open enrollment. This trend allows the district to maintain a strong financial position.
- **District Financial Position** – The District is in good financial condition for this fiscal year. The district currently maintains a healthy fund balance and projects using funds to support all district needs. Currently, fund balance represents 26.6% of total operational expenditures in Funds 10 and 27. We will continue to follow and stay current regarding state budget

implications for schools in a biennium that does not allow for additional revenue increases to schools.

- **Bond Rating** – Moody's Investors assigned a Aa2 rating for the Hortonville Area School District in May 2021. The Aa2 rating reflects a strong credit quality, growing residential community with above average income, increasing enrollment trend and a solid financial position.

# HORTONVILLE AREA SCHOOL DISTRICT 2021-2022 Budget

## Where the Money Comes From – Fund 10 & 27 Revenue Sources



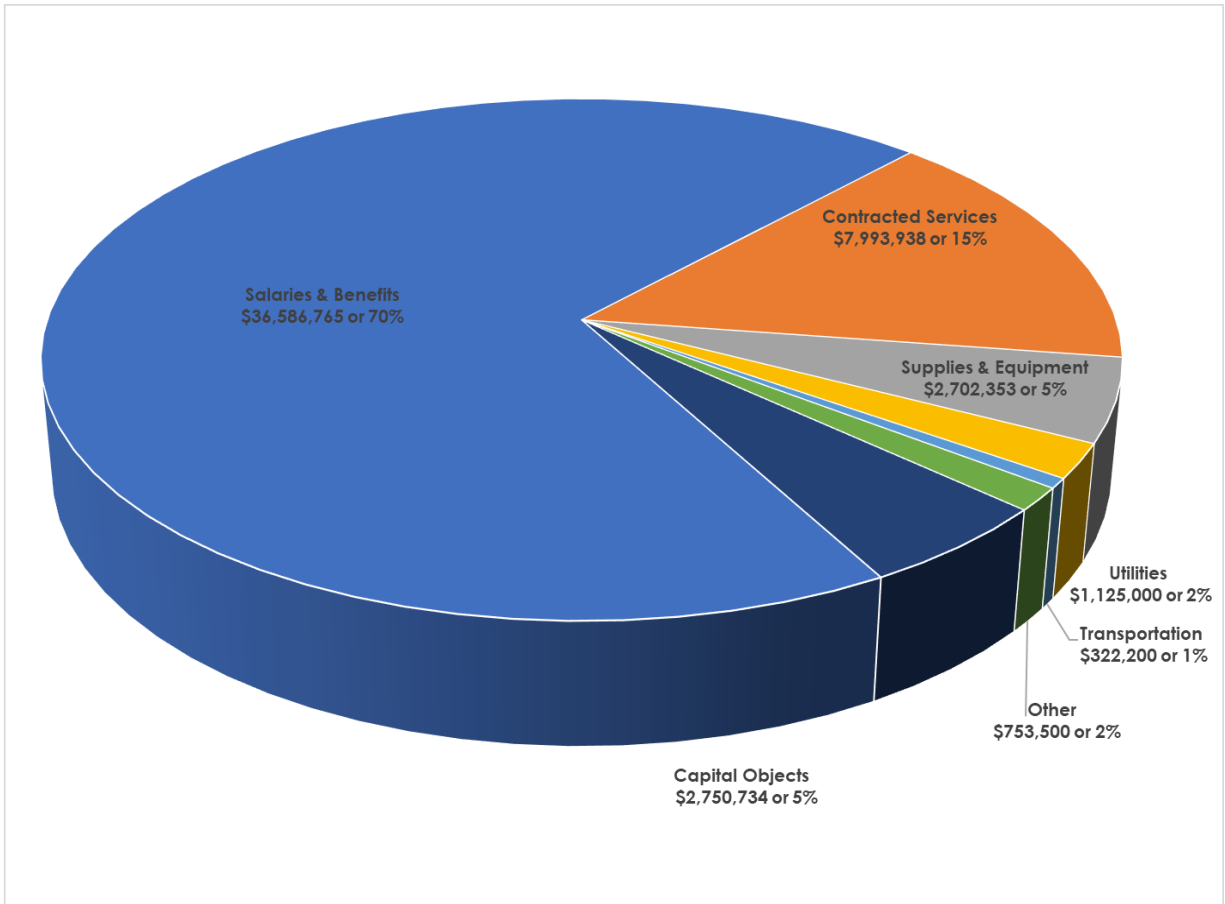
Hortonville Area School District Revenue comes from the following source:

The State Funding Formula: Since 1993-94 Wisconsin public school districts have operated under legislatively mandated "revenue limits." A district's revenue limit is the maximum amount of revenue it may raise through general state aid and property taxes. Each school district's available revenue was initially based on the amount of per pupil spending in 1992-93. The limit is adjusted annual (either increased or decreased) based on a 3-year rolling enrollment factor and an annual inflationary factor (CPI).

School districts must get voter approval to exceed the revenue limit.

# HORTONVILLE AREA SCHOOL DISTRICT 2021-2022 Budget

## Where the Money Goes – Fund 10 & 27 Expenditures



Hortonville Area School District general operating expenditures fall into seven major categories with the majority (88%) of the operational budget being detailed in two categories:

**Salaries & Benefits:** Approximately 71% of the operation budget is allocated for employee salaries and benefits. In addition to teacher, administrator and support staff, compensation for substitute staff, seasonal staff, coaches/advisors for extra- and co-curricular activities, curriculum, staff development and early retirement are also included in this figure.

**Contracted Services:** This includes: 1) services performed by individuals other than district employees for things such as audit, legal, student tuition payments and speakers/consultants; and 2) property-related services such as maintenance projects, communication, publications, and fuel for buses.