



TRANSFORMATION PLAN 2018 - 2023

A REPORT TO THE CITIZENS
OF SANDUSKY, OHIO

COMMUNITY UPDATE

SPRING 2018

AN OPEN LETTER TO THE SANDUSKY COMMUNITY

May 8, 2018

Educators in the Sandusky City Schools are extremely fortunate to have residents and citizens in the larger metropolitan community who care deeply about our schools and understand our mission to ensure that each student is prepared to pursue their dreams and aspirations. Our educators work in a community where there is no question of the commitment to our pride, tradition, and excellence in our schools. We do not take this dynamic and supportive relationship with our community for granted. Our team shows up every day ready to make a difference and we completely understand that we hold the future of our city in our hands. We are passionate and excited about making a difference in the lives of children.

We are pleased to share the spring 2018 update on our progress on the Transformation Plan with the residents of the Sandusky community. We believe that the core goals of transformation are key to the ongoing success of our school district. As a result, we have maintained our commitment to communicate with you on a consistent basis the key work taking place in all twelve pillars of the transformation of our district. Each year, we publish and post on our website and social media outlets, a written report on the status of goal attainment for all pillars in our plan. We also remain committed to receiving and responding to your feedback on our plan. While we have made tremendous progress over the last several years, we acknowledge the need to continue to grow, improve, advance, and promote innovative and creative programs for our students.

The upcoming 2018-2019 school year promises to be one of the most significant periods of time for our schools in the last 60 years. Thanks to our community, we are installing 21st century state-of-the-art biology, chemistry and physics laboratories at the Sandusky Middle School and Sandusky High School, significantly upgrading our Frohman Planetarium for the first time in 50 years, retrofitting Lecture Hall 300 and 301 at SHS, and upgrading our auditorium with a new lighting and sound system. While these facilities-based structures are easily evident to observe, we are busy at yet an even more important task. The task that we are most focused on is the children that sit in our classrooms throughout the city each day. These students are seeking knowledge and an opportunity to build better dreams for themselves, their family, the Sandusky community, and indeed the world. We want to lead this transformational process.

Our Transformation Plan lays the foundation for the dreams and hopes of our children and families. Thanks to Dan Poggiali and his team for putting together another terrific document. Please feel free to offer any feedback on the spring 2018 update of the Transformation Plan.

Go Blue Streaks,

Eugene T. W. Sanders, Ph.D.
Chief Executive Officer and Superintendent

TABLE OF CONTENTS

Transformation Plan.....1

Executive Summary.....2

Pillar #1 – Academics.....3

Pillar #2 – College and Career Readiness.....5

Pillar #3 – Adult and Global Readiness.....7

Pillar #4 – Fine and Performing Arts.....9

Pillar #5 – Student Services.....11

Pillar #6 – Athletics & Student Activities.....13

Pillar #7 – Technology.....15

Pillar #8 – Professional Development.....17

Pillar #9 – Transportation.....19

Pillar #10 – Student Nutrition & Food Services.....21

Pillar #11 – Parent & Community Involvement.....23

Pillar #12 – School Facilities.....25

Transformation Plan Progress.....27

**PILLAR #1
ACADEMICS**

**PILLAR #2
COLLEGE &
CAREER
READINESS**

**PILLAR #3
ADULT &
GLOBAL
READINESS**

**PILLAR #4
FINE &
PERFORMING
ARTS**

**PILLAR #5
STUDENT
SERVICES**

**PILLAR #6
ATHLETICS
& STUDENT
ACTIVITIES**

**PILLAR #7
TECHNOLOGY**

**PILLAR #8
PROFESSIONAL
DEVELOPMENT**

**PILLAR #9
TRANSPORTATION**

**PILLAR #10
STUDENT
NUTRITION &
FOOD SERVICE**

**PILLAR #11
PARENT &
COMMUNITY
INVOLVEMENT**

**PILLAR #12
SCHOOL
FACILITIES**

SANDUSKY CITY SCHOOLS TRANSFORMATION PLAN

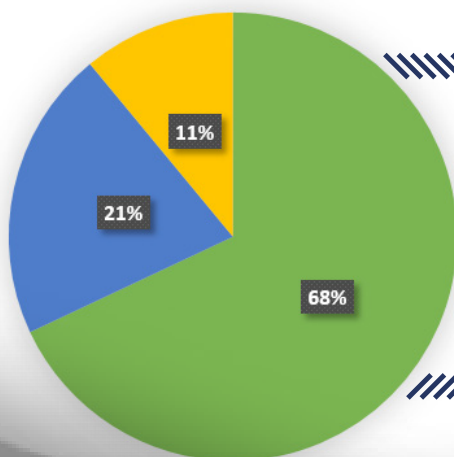
EXECUTIVE SUMMARY

As Sandusky City Schools completes another year of the Transformation Plan, we reflect upon some of the primary implementation goals that were established in 2014 as the cornerstone of our strategic plan for the reform and redesign of our schools to meet and exceed 21st century learning standards. These goals provide the framework for our mission and inform our daily decisions as we strive to dramatically redefine the delivery of academic and educational services:

- Reevaluate the learning experience for every student in the Sandusky City Schools, and revise as needed, ensuring all students will secure desired professional and career goals through choice and quality options.
- Build upon the programs and initiatives that have experienced success in the District, and eliminate and redesign those that do not meet 21st century academic standards.
- Increase accountability for results by all employees in the Sandusky City Schools and make certain we are exceeding the expectations of our parents and citizens, with an emphasis on customer service.
- Align our budget to the transformation initiatives and utilize a return on investment model designed to measure outcomes with appropriate metrics.
- Maintain financial integrity of our school system while continuing transformational redesign.
- Advance innovation, creativity, and visionary academic programs with transformation guidelines focused on sustained growth and development of students.

Sandusky City Schools was honored in the Fall of 2017 with national recognition for our innovation and creativity associated with our Global Internship Program. The district was recognized as a "District of Distinction" by the District Administration Leadership Institute of Trumbull, Connecticut. We are proud to receive this recognition for one of our innovative programs, which was created as part of the Transformation Plan and designed to position our students to compete at a global level.

Collectively, approximately 89% of the goals in the entire Transformation Plan are either completed or in progress, and 11% of our corporate goals are not yet started. Highlights from the twelve pillars are provided in this update along with a pie-chart analysis of where we stand on each of the pillars. Pillar-specific goals and their current status are available at www.scs-k12.net/Transformation.aspx. The Transformation Plan is an ongoing strategic plan designed to ensure success at all levels in the Sandusky City Schools.



GOAL PERCENTAGES:

141/208

Completed

68%

44/208

In Progress

21%

22/208

Not Started

11%

PILLAR #1 - ACADEMICS

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To assist the district in meeting the Academic goals of the district, we have been working with our colleagues at the Ohio Department of Education this year to better align our work. In November of 2017, the Sandusky Board of Education was presented a series of recommendations in 6 areas, collectively called the Crosswalk. Specific to the Academic Pillar, our work will be aligned in Curriculum and Instruction, Student Services, Data and Assessment and Professional Development. From November until June of 2018, the team has been working on implementation plans for the upcoming school year. The strong implementation of these recommendations will assist all levels of employees in further moving the district forward to positively impact both the district's and buildings' state report cards.

The district has been focusing on the five goals constructed this fall. Results from spring state testing will arrive in the district the first week of June. This data will be analyzed and then used to revise goals for 2018-2019. The district will continue its focus on Reading, Math, Graduation Rate and Attendance. For the 2018-2019 academic year, we will be adding Science to our focus. All five goals as stated below are In Progress and we look forward to positive results and upward growth in our data.

The 2018 district goals for the Academic Pillar are:

1. The district will achieve a letter grade of C or higher in Achievement in the areas of Reading and Math as measured on the 2018 district report card (increase from 1.125 in 2017 to 2.215 in 2018).
2. The district will achieve a letter grade of B or higher in K-3 Literacy in the area of Reading as measured on the 2018 district report card (increase from 33.2% in 2017 to 49.3% in 2018).
3. The district will achieve an overall letter grade of C or higher in Progress as measured on the 2018 district report card (D in 2017).
4. The district will achieve a letter grade of C or higher in Gap Closing in the areas of Reading, Math and Graduation rate as measured on the 2018 district report card (F in 2017).
5. The district will achieve a letter grade of C or higher in Graduation Rate and Prepared for Success as measured on the 2018 district report card (F in 2017).

Strategies for Academic Improvement

1. Teachers will use standards driven instruction in a manner that is challenging, engaging and active for all learners. Our Project-based Learning initiative will be the basis for this work.
2. The District will develop and implement a sustainable high quality professional development model for all levels of staff.
3. Teachers will utilize Reading Improvement Plans for K-3 students found to be "not on track" for Third Grade Reading Guarantee.
4. Teachers will integrate technology as an instructional tool to positively impact students' educational experience.
5. The district will use the Ohio Improvement Process with fidelity at all levels. Teacher-based teams, building-level teams, and our district focus team will utilize the 5 step process to improve adult implementation of core instruction, intervention and enrichment based on data.
6. The district will develop and use a balanced assessment approach in all grade levels. This includes using formative instructional practices as well as summative assessments to gauge student learning and adjusting instructional accordingly.

District Data Analysis

There is no single data point by which a decision should be made. Sandusky City Schools values the whole child and takes into account a variety of information to make the best decisions possible. To that end, the district currently uses several benchmarking systems and summative assessments:

PILLAR #1 - ACADEMICS

- Prekindergarten: Diagnostic testing
- Kindergarten: Development Indicators for the Assessment of Learning (Kindergarten screening tool), Kindergarten Readiness Assessment (state mandated), NWEA Measure of Academic Progress (benchmark tool), Dynamic Indicators of Basic Early Literacy Skills (diagnostic)
- Grades 1-3: NWEA Measure of Academic Progress (benchmark tool), Dynamic Indicators of Basic Early Literacy Skills (diagnostic)
- Grades 4-10: NWEA Measure of Academic Progress
- Advanced Placement End of Course assessment
- PreACT (grade 10 only)
- ACT (grade 11 only)
- Career Technical Education Program Credentialing assessments
- Graduation Rate Trend data
- School Attendance Rate Trend data
- All data associated with district, building and teacher-level reporting as measured by state issued report cards
- Behavior trend data

District Report Card Component Measures:

Achievement: The Achievement Component represents the number of students who passed the state tests and how well they performed on them.

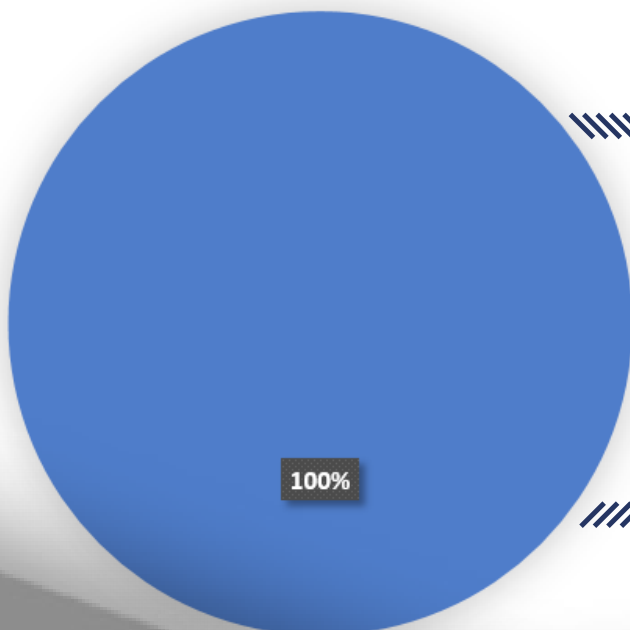
Progress: The Progress Component looks closely at the growth that all students are making based on their past performances.

Gap Closing: The Gap Closing Component shows how well schools are meeting performance expectations for our most vulnerable populations of students in reading, math and graduation.

K-3 Literacy: The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency by third grade.

Graduation Rate: The Graduation Rate component looks at the percentage of students who are successfully finishing high school with a diploma in four or five years.

Prepared for Success: The Prepared for Success component looks at how well prepared students are for all future opportunities.



GOAL STATUS:

0/5

Completed

0%

5/5

In Progress

100%

0/5

Not Started

0%

PILLAR #2 - COLLEGE & CAREER READINESS

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The expansion of course offerings as part of the Blue Streak University initiative has continued in the current academic year and Bowling Green State University (BGSU) has recently granted approval for SHS students to earn 12 college credits through four courses:

- CHEM (Chemistry) 1000 (3 credits) and 1090 (3 credits) starting in the Fall 2018 and Spring 2019 semesters
- JOUR 1000: Introduction to Journalism in a Democratic Society (3 credits), which will begin in Spring 2019
- PHIL 1010: Introduction to Philosophy (3 credits), which will begin in Fall 2019

Other ongoing efforts include offering the ASVAB test to students interested in military careers, the administration of the Accuplacer test to students interested in College Credit Plus (CCP), and the continued support of opportunities for our students to visit various colleges and universities throughout Ohio. This year's tours included the University of Akron, the University of Toledo, and BGSU. An average of 19 students per trip participated in these tours.

Nearly 150 students are enrolled in Blue Streak University, meaning they are currently taking college courses or have completed a CCP course in the fall semester of the current school year. The enrollment of students participating in the CCP program has remained fairly steady since the start of the program three years ago, with numbers ranging from a low of approximately 125 students enrolled in CCP courses, to a high of more than 150 students enrolled in college courses during at least one semester.

One of the long-range goals of Blue Streak University is to ensure that SCS students who are eligible to participate in the CCP program are able to maximize their potential of earning at least 30 college credits before they graduate from SHS. This means they will have earned the equivalent of at least one year of academic college course work before receiving their high school diploma.

The Top 10 students earning the most college credits in the 2017-18 academic year, for example, earned at least 24 or more college credits. Nine of the 10 earned more than 30 college credits, and the 10th-ranked student earned 24 credits. The student who ranked first on the list earned 63 college credits, enough to receive an associate degree from BGSU Firelands campus. These 10 students, collectively, saved their families more than \$300,000 by participating in CCP while at SHS.

As part of the Transformation Plan, the SCS administration and staff continue to work collectively to provide a more rigorous set of academic experiences for our CCP students. The most recent effort to expand opportunities for students interested in science, technology, engineering and math (STEM) involves the addition of college chemistry courses, which will be taught by Dr. Charu Chopra, currently an adjunct faculty member at BGSU Firelands. She will be teaching the introductory level chemistry courses, CHEM 1000 and CHEM 1090 during the 2018-19 academic year.

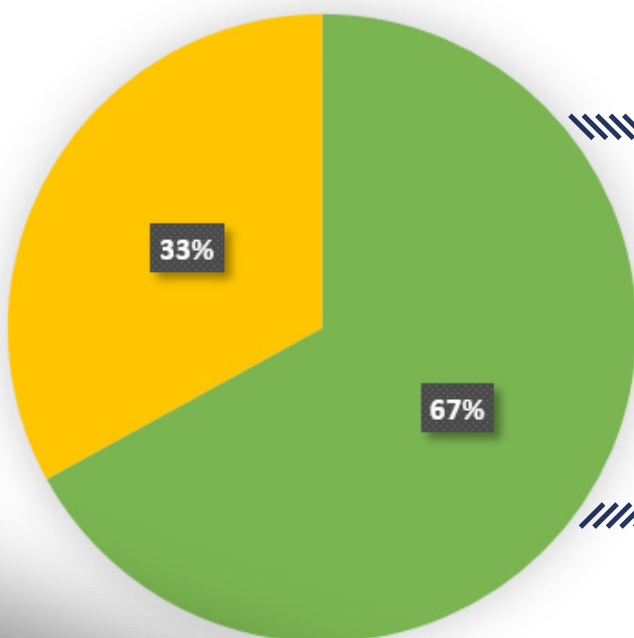
One of the goals that has not yet been achieved is to gain a thorough understanding of the total funding for all CCP courses in which our students are enrolled in order to better prepare and make recommendations for the future. This is a high priority and the College & Career Readiness department intends to gain that understanding before the end of the current academic year by working with the Sandusky City Schools CFO.

Another goal is to attend at least two professional development sessions, specifically to research college and career readiness trends and successful efforts in other districts at state and local levels, as well as nationally.

PILLAR #2 - COLLEGE & CAREER READINESS

HIGHLIGHTS:

- Obtained approval from BGSU to include two Chemistry classes, a Journalism class, and an Introduction to Philosophy class as College Credit Plus courses
- The Top 10 students earning the most college credits in the 2017-18 academic year earned at least 24 or more college credits
- Continued administration of Accuplacer testing to students as requested, at least twice per year (once for high school students and once for middle school students) in order to determine eligibility for CCP courses
- Continued opportunities for our students to visit colleges, including the University of Akron, the University of Toledo, and Bowling Green State University



GOAL STATUS:

6/9	Completed	67%
0/9	In Progress	0%
3/9	Not Started	33%

PILLAR #3- ADULT & GLOBAL READINESS

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The Sandusky Aspire College & Career Readiness Center successfully passed an onsite program review conducted by the Ohio Department of Higher Education Aspire Office. The review complimented the Sandusky Aspire program for offering high-quality lessons designed to meet the needs of students while incorporating the use of technology. The Sandusky Aspire program served 76 individuals in Erie County, a slight increase in enrollment over last year, and doubled the number of students obtaining their high school equivalence diploma.

The Sandusky Aspire College & Career Readiness Center and Bowling Green State University Firelands College have collaborated to develop a pilot program to prepare adult learners for the college environment. The pilot program goals are to 1) increase the academic rigor of the underprepared college student; 2) increase student motivation and engagement; 3) increase educational and career aspirations; 4) improve student confidence and self-esteem; and demonstrate learning proficiency. The free 12-week pilot program is scheduled to begin in June.

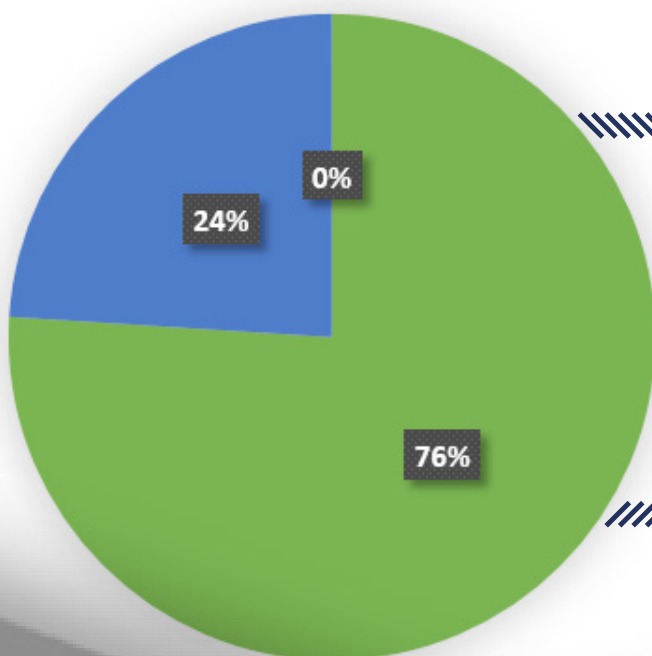
The U.S. Department of Veterans Affairs recently completed a financial audit of the Sandusky Career Center financial aid office with no findings of deficiencies. Eligible veterans can continue to participate in our programs with support from U.S. Department of Veterans Affairs through GI Bill® funds.

On January 8, 2018 the first class of the Sandusky Career Center Licensed Practical Nursing to Registered Nursing (LPN to RN) program began with 42 total students enrolled. Students are already participating in clinical experiences at Fisher-Titus Medical Center, Firelands Regional Medical Center, and Parkvue Health Center. Students are commuting from as far as Cleveland, Wellington, Sheffield Lake and Tiffin to complete the program.

PILLAR #3- ADULT & GLOBAL READINESS

HIGHLIGHTS:

- Sandusky Aspire College and Career Readiness center successfully passed onsite program review
- Collaborated with Bowling Green State University Firelands College in the development of a free pilot program to prepare adults for the college environment
- Completed a financial audit by the U.S. Department of Veteran Affairs with no findings of deficiencies
- Enrolled 42 students in the first LPN to RN program
- Lauralee Krabill, Director of Allied Health and Practical Nursing was appointed by Governor Kasich to another 4-year term with the Ohio Board of Nursing



GOAL STATUS:

19/25	Completed	76%
6/25	In Progress	24%
0/25	Not Started	0%

PILLAR #4- FINE & PERFORMING ARTS



The Great Lakes Visual and Performing Arts Academy (GLVPAA) was established three years ago to give students with a serious interest in the arts a professional avenue to pursue their passion and Sandusky City Schools continues to offer the most comprehensive arts program in the area. Continuing to put students and their aspirations first, the GLVPAA at SHS provides students access to opportunities in all five areas of the Fine Arts: Theatre, Visual Art, Dance, Vocal, and Instrumental Music.

The department is creating new avenues for all of our students to explore how the arts can positively affect their work habits and attitude toward school. By tracking students and their interests, we are able to cater classes, workshops and seminars to better suit the aspirations of our students. New Career Tech programs in Theatre and Dance have been added to GLVPAA curriculum, including year-round classes and specialized programs for high school juniors and seniors.

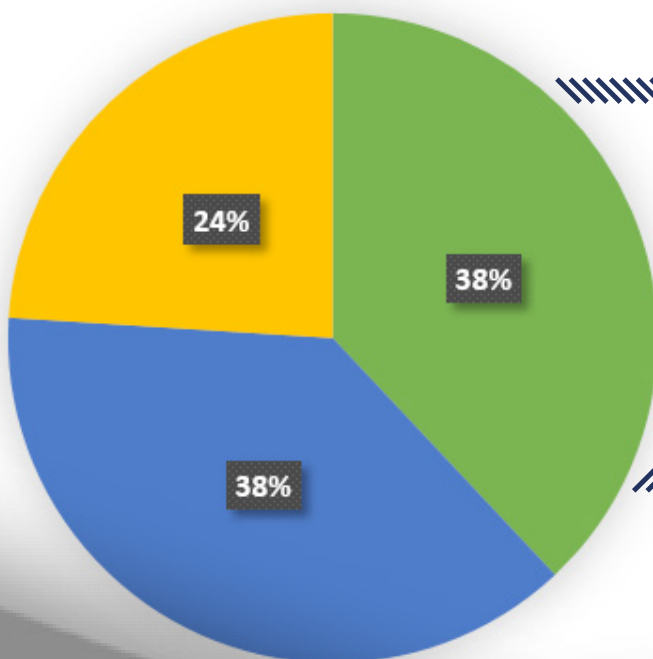
We are identifying students early in the elementary programs, and then allowing our 8th grade students to begin taking courses in all of the fine arts disciplines including the availability to take high school level courses. By doing so, we are preparing students for their career path earlier, so that they are able to compete at the college and professional level.

The GLVPAA plans to host several events which are open to the community, designed to incorporate Project-Based Learning, encourage professional presentations and showcase our arts students' talents.

PILLAR #4- FINE & PERFORMING ARTS

HIGHLIGHTS:

- Increased collaboration with the City of Sandusky, involving arts students in the creation of the ice skating rink mural and the city's 2018 Bicentennial celebration
- Formulated new Career Tech programs in Theatre and Dance including year-round classes and specialized programs for high school juniors and seniors
- Offered three different summer arts camps, open to SCS district students and out-of-district students
- Provided arts students opportunities to participate in unique events, such as Peter Sklar's New York residency



GOAL STATUS:

10/26	Completed	38%
10/26	In Progress	38%
6/26	Not Started	24%

PILLAR #5 - STUDENT SERVICES

Through intentional programming and professional development the Student Services and Family Supports department embraces a whole child approach to education. Department efforts reflect our committed provision of a safe, supported, healthy, engaged, and challenging school environment to all students. During the 2017-2018 school year we have assessed the intervention process, continued to develop our system of Positive Behavior Interventions and Supports (PBIS), and refined the educational structure offered to our youngest Blue Streaks attending the preschool program.

This year the department welcomed new staff members to the team. The team is collaborating with building staff to refine the Response to Instruction and Intervention (RTII) process, preschool through grade 12. In the 2018-2019 school year the department will implement a refined RTII process incorporating academic and social-emotional data collection and interventions. We are discussing the impacts of environmental factors on student development, and training staff in trauma-informed practices. Such training aligns with the Student Services Pillar for RTII, mental health, and strong connections between the school and community.

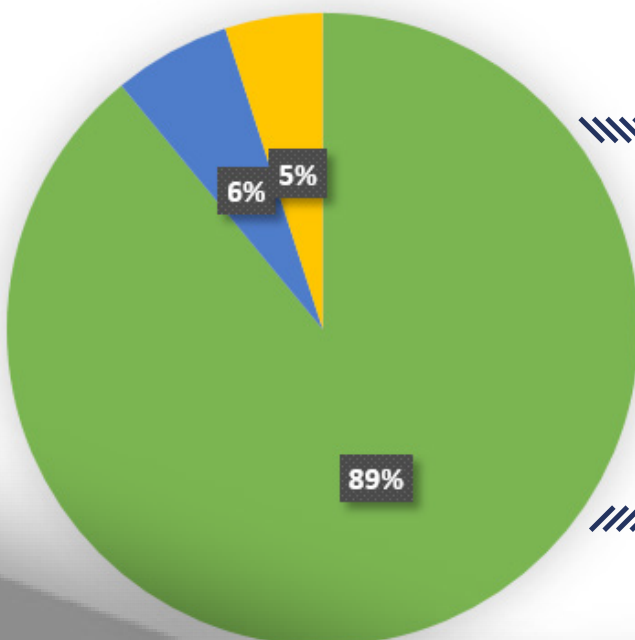
Through discussions with district stakeholders and analysis of data, apparent is the relativity of district efforts to community needs. Discussions like those at the 2018 Parent Summit lend voice and vision to efforts addressing major issues impacting student emotional and academic development. Timely, department efforts are supportive of staff awareness, comfort, and capacity to identify and address the social-emotional needs of our students. In order to continue moving forward with PBIS, we must also strengthen plans for staff training and development. In addition to preparing for 2018-2019 goals, current staff professional development is providing staff with a larger 'toolkit' to address student needs presented in the educational environment.

Moving forward, professional development offered through the department will reflect needs across all tiers of intervention (I, II, and III). School counselors will continue current Life Skills instruction with students, and additional layers of support will be added. The PAX Good Behavior Game (GBG) will offer structured classroom practices supportive of the school-wide PBIS framework. Further, the culturally response PAX GBG is aligned with trauma informed practices, RTII, and special education instruction to name a few. Following professional development, PAX GBG will be implemented with the opening of the new Hancock building in 2019-2020. The department has made notable positive advancements. Through the plans noted within the summary the department will continue providing timely and relevant services and supports to students, staff, families, and the Sandusky community.

PILLAR #5 - STUDENT SERVICES

HIGHLIGHTS:

- Formation of a subcommittee to address student social-emotional and behavioral needs.
- Targeted implementation of social-emotional and behavioral interventions at the building level.
- Provision of district and building-level staff professional development to address student social-emotional and behavioral needs, including Trauma Informed Care.
- Preschool Leadership Team is overseeing a refined preschool registration process.
- On-boarding of new Student Services staff, including professional development, community engagement events, and district team building.
- Active steps to increase horizontal and vertical alignment of special education programming to general education curriculum and programming, including social-emotional and prevention programming



GOAL STATUS:

16/18	Completed	89%
1/18	In Progress	5.5%
1/18	Not Started	5.5%

PILLAR #6 - ATHLETICS & STUDENT ACTIVITIES

The Athletics department is proud to announce the Blue Streak Football team finished a perfect 10-0 in the regular season and were the Sandusky Bay Conference Champions in our first year in the new league. Numerous school records were set including most points scored in a season. Also this fall, the Boys Soccer team tied the school record for most wins in a season and were for the first time ever Sectional and District Champions.

The SCS Boys Basketball team won the SBC conference title as well as their forth Sectional title in a row. This year's senior class amassed 79 wins during their career, which is the most in any four year span in school history.

Athletic Study tables have incorporated Google Docs into the daily monitoring of student achievement. Google Docs assists in our efficiency of tracking students' academics in real-time. The overall goal of study tables is to provide additional time to students for small group or one-on-one instruction. All high school student athletes are required to attend study tables at a minimum of once a week. Students are served a meal and have their academic progress checked by teachers and coaches each week. To date we have served over 7,556 meals to student-athletes. Students have multiple tutors available each session. Those who maintain all A and B grades are not required to stay at study tables after grades are verified; however the majority of them do. Students may attend study tables more than once a week if they wish or if it is needed. Since the study tables have been introduced less than one percent of student athletes fail to maintain academic eligibility.

Student Status	Days Absent	Tardies	Number of Referrals	Q1 GPA	Q2 GPA	Q3 GPA	Avg. GPA
Athletes	5.81	7.27	0.91	2.95	2.81	2.91	2.89
Non-Athletes	9.26	6.32	1.40	2.26	1.92	2.55	2.24
% Difference	59.52%	-13.07%	53.84%	23.40%	31.70%	12.40%	22.5%
Overall +/-	3.46	-0.95	0.49	0.69	0.89	0.36	0.23

The data table above supports the impact of being a student-athlete. There is a direct correlation to student academic success as it applies to study tables and being a member of an athletic program. We are continue to analyze data to look for areas of improvement such as tardiness and areas where we can celebrate success.

Life Coach Jeff Sherman meets with each athletic team during their season, typically more than once, to provide a seminar-like setting for students to gain in-depth knowledge about such topics as social media, decision-making skills, goal setting and appropriate reactions and responses to life challenges. Many of our students are multi-sport athletes and therefore are exposed to the topics and concepts on multiple occasions throughout the year. The program is run throughout the school year and into the summer.

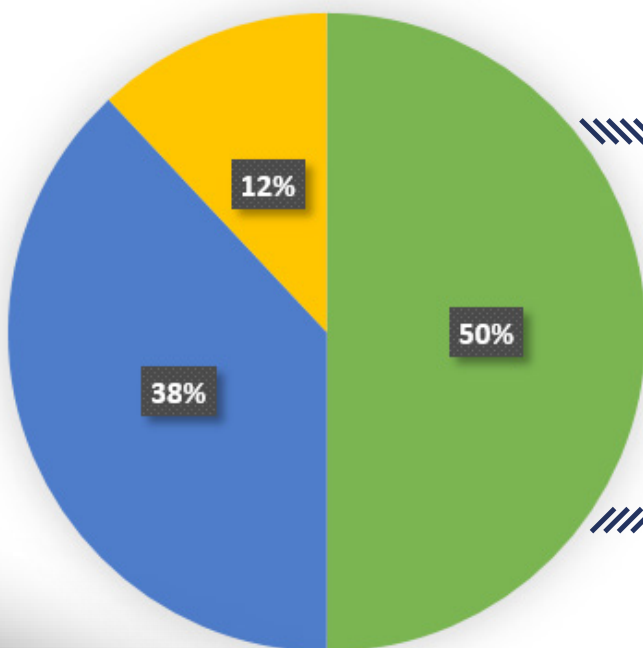
SCS hosted Ohio's first Middle School and High School Drone Racing League this spring. This opportunity is an extension of the SHS Aviation program in which students learn to master the virtual reality world as they fly their drones remotely.

An expansion of the already-successful 4-H pilot program is currently underway with a goal of starting 4-H clubs in all of our buildings this spring/summer. The Athletic Department has undertaken the publishing and creation of the SCS seasonal sports calendars. This provides the best value for our advertisers and maximizes the contribution to the Athletic Department.

PILLAR #6 - ATHLETICS & STUDENT ACTIVITIES

HIGHLIGHTS:

- SCS hosted Ohio's first Middle School and High School Drone Racing League
- Athletic Study tables have incorporated Google Docs into the daily monitoring of student achievement
- Publishing of Athletic calendars is now an in-house production
- Expansion of 4-H program into all district buildings, May-August 2018



GOAL STATUS:

8/16	Completed	50%
6/16	In Progress	38%
2/16	Not Started	12%

PILLAR #7 - TECHNOLOGY

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The main goal of the Technology Pillar is to support instruction and student learning. This goal is measured through a variety of means including providing adequate hardware and software resources, providing ongoing professional development to staff, and delivering support in a timely manner.

The technology department continues to provide improvements to our operations and infrastructure. We have planned the technology layouts and equipment for the new buildings. New printers and a new print management system have been rolled out. On the network infrastructure side, we have designed a centralized system to manage all of the district's computer hardware, software, and updates. Leveraging Erate funds, we will be upgrading the wireless access points at the high school and middle school to increase bandwidth and device density.

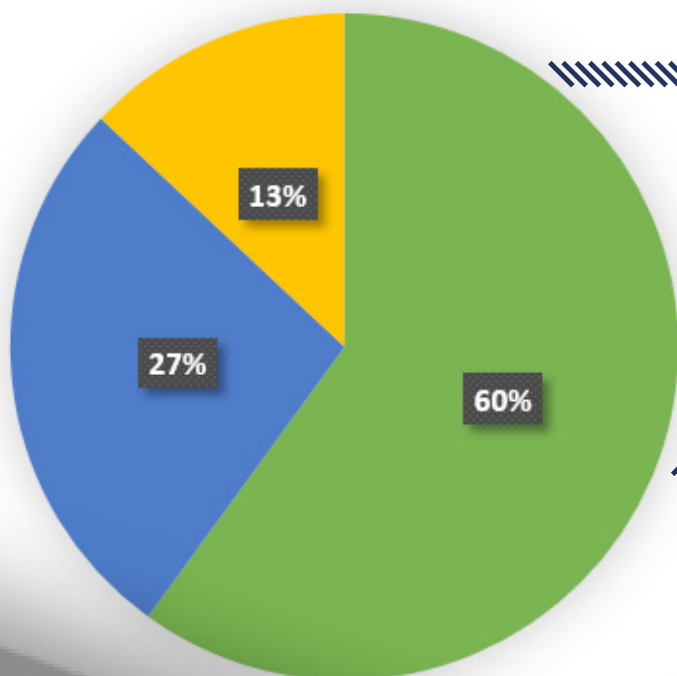
Through professional development we have made significant gains in educational technology by increased integration of the Google Suite. Sandusky City Schools has nine Google Level I Certified Educators and four Google Level 2 Certified Educators. Our next steps will be preparing educators to be Google Certified Trainers. Blue Streaks as young as first grade are enhancing their 21st century learning experiences through the use of Google.

We value the importance of computer class with basic keyboarding skills and proper use of various devices, especially at the younger ages. However with increased digital educational tools/software available to positively impact student learning, technology integration happens inside the classroom, while learning is taking place.

PILLAR #7 - TECHNOLOGY

HIGHLIGHTS:

- 400 new laptops deployed
- Increasing internet speeds at high school and middle school buildings
- Timely closure of Helpdesk Tickets
- Nine Google Level I Certified Educators and four Level 2 Certified Educators, next steps are to certify Google Trainers
- Making the shift from a traditional separate computer class to an integration specialist role who impacts learning in the classroom as the learning takes place and supports STEAM efforts.



GOAL STATUS:

18/30	Completed	60%
8/30	In Progress	27%
4/30	Not Started	13%

****Please note:** Most technology goals are ongoing goals that have a starting and completion point each school year. All goals currently in progress are on track to be completed on schedule at the end of this school year.

PILLAR #8 - PROFESSIONAL DEVELOPMENT

High quality professional development for all levels of staff is a key component to meeting our district's academic goals. With the recommendations made by our colleagues at the Ohio Department of Education, Sandusky City Schools will be implementing a revised Professional Development Pillar beginning in August of 2018. The recommendations made in the district's Crosswalk will drive this revision as it will allow us to align our priorities. Professional development in curriculum, instruction and assessment will be at the center of these opportunities. More specifically, the implementation of new and revised curriculum and interventions, project-based learning (PBL), formative and summative assessments, differentiation and positive behavior intervention supports will be the driving force in our improvement.

Sandusky City Schools has offered a robust professional development catalog based on individual needs, building and department needs and district needs, and above all our district goals this year. These needs are assessed through many data points, including staff surveys, growth and improvement plans, and state and federal mandates. We hosted three all-day Professional Development days for all staff in 2017-2018.

To welcome new staff to Sandusky City Schools, we host a two-day Blue Streak Boot Camp. During this time we introduce employees to our Pride, Tradition, and Excellence that is embedded in what we do for our students. Satisfaction surveys show a strong response in favor of keeping these days and ways in which we can improve them.

During the 2017-2018 school year, we implemented a new Social Studies curriculum in grades K-9. With implementing this new curriculum, we provided several opportunities for staff development. This curriculum aligns more strongly with the state's End-of-Course exams at the high school level.

Using the Ohio Improvement Process (OIP), a framework that provides assistance for adult implementation of instruction, assessment and intervention, continues to be a focus for improving our overall academic performance.

Sandusky City Schools has been fortunate to be able to partner with Bowling Green State University for science and math professional development directly aligned to state standards. Over the last five years, we have participated in iEvolve, a National Science Foundation grant, with BGSU and Perkins Local Schools. This citizen-science research approach has provided our students and community experiences and data that is being used in active research. We will continue to use this approach as the grant expires in June.

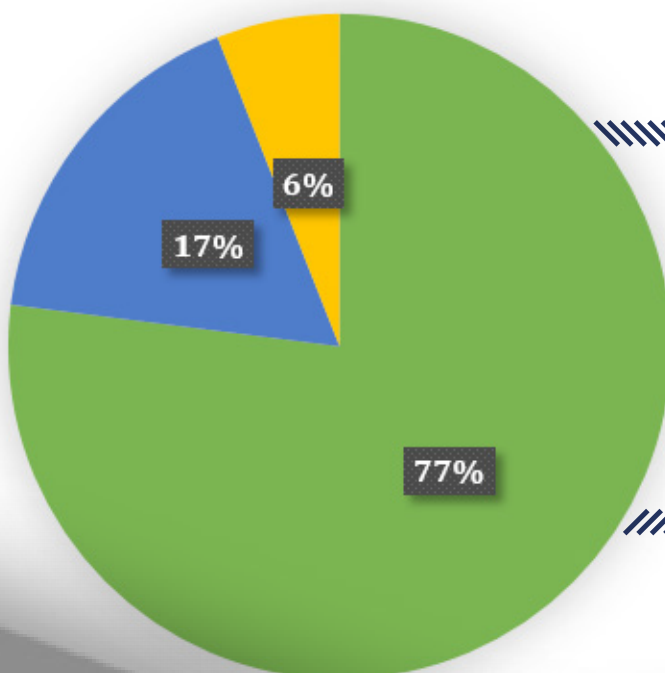
Project Lead the Way (PLTW) is now offered to our middle school students in seventh grade. This curriculum is STEAM-based and allows for problem-solving, creativity, ingenuity, and critical thinking skills to be employed by students as they tackle real-world problems. Students at Ontario Village at Adam School piloted a STEAM lab class this year. This pilot is leading the discussion as we mindfully plan our new STEAM labs at our Sandusky Intermediate Building.

The district continues to refine its Professional Development models to best meet the needs of all staff. Staff surveys and follow-up conversations are used to make reflective changes. As technology is more prevalent, it will play a larger role in options to come. We will also be revising our Professional Development Pillar Goals to better reflect the Academic Pillar, as well as the other Pillars, for the upcoming 2018-2019 school year.

PILLAR #8 - PROFESSIONAL DEVELOPMENT

HIGHLIGHTS:

1. Two Professional Development days for the 2017-2018 school year
2. Two-day Blue Streak Boot Camp to welcome new staff to Sandusky City Schools
3. Partnership with Bowling Green State University for science and math professional development directly aligned to state standards
4. Expansion of Project Lead the Way (PLTW) training to include middle school staff
5. SCS 7th graders participating in Pathway courses that are PLTW and count towards career technical introductions



GOAL STATUS:

23/30	Completed	77%
5/30	In Progress	17%
2/30	Not Started	6%

PILLAR #9 - TRANSPORTATION

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The Transportation department took delivery of two new Thomas buses in December 2017, which were put into service before winter break. The nine-passenger mini bus, acquired in August 2017, is another valuable transportation tool that has a viable future with our district.

The Transportation department is charged with busing multiple homeless and foster-placed students that live outside district attendance boundaries. We continue to work with neighboring districts to accommodate these students as well as provide transportation to charter/parochial schools.

The department also provides consistent management of the transportation needs of the identified student population of SCS, who often have complex educational requirements and abbreviated class schedules.

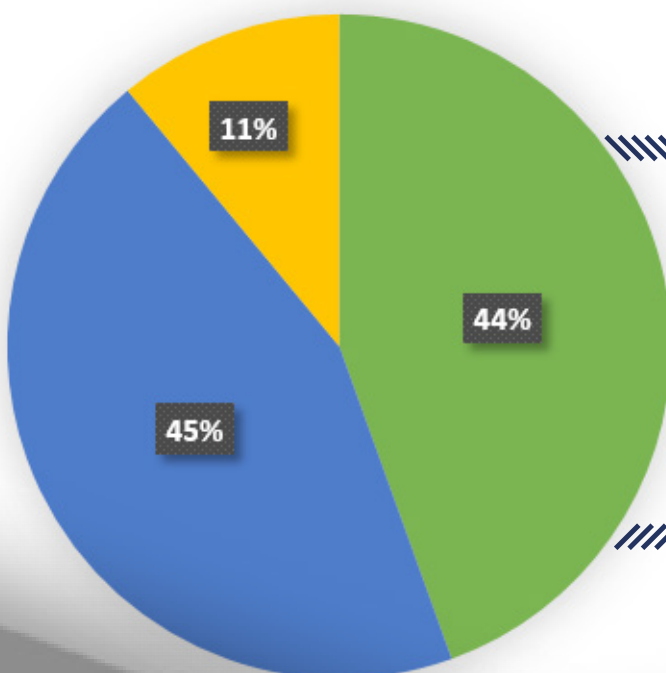
The Transportation department continues to implement modified scheduling to cover routes and trips and seek effective ways to recruit new drivers in the midst of a national school bus driver shortage. New initiatives have resulted in additional elementary activity busing; research indicates the SCS Transportation department provides more than twice the number of student field trips than those provided in neighboring districts.

We bus approximately 2,000 students daily to and from school. We currently have approximately 900 additional bus trips on the books. From May through June this figure will swell near the 1,100 mark. Our bus routes approach 1,200 miles per day; the fleet moves 7 days a week and we are proud of our consistent delivery of customer service.

PILLAR #9 - TRANSPORTATION

HIGHLIGHTS:

- Purchase of two new buses per fiscal year has been consistent in the last few years
- Continuing work with neighboring districts to ensure homeless and foster-placed students are accommodated in accordance with state law and the best needs of the students
- Consistent management of transportation needs of the SCS identified student population who often have complex educational requirements and abbreviated class schedules
- Implementation of creative scheduling to cover routes and trips during an ongoing national school bus driver shortage
- Accommodation of a wide variety of student field trips - more than double the number of student field trips than in neighboring districts



GOAL STATUS:

4/9	Completed	44.5%
4/9	In Progress	44.5%
1/9	Not Started	11%

PILLAR #10- STUDENT NUTRITION & FOOD SERVICES

The Student Nutrition & Food Services department currently serves between 1,600 – 1,700 breakfasts and 2,500-2,600 lunches daily, which represents a 4% increase over the 2016-17 school year. The department continues to strive toward increasing those numbers by offering a wide variety of fresh food and implementing creative strategies to reach more students, while adhering to USDA nutritional regulations.

Thanks to a grant through the Children's Hunger Alliance we have implemented a "Breakfast on the Go after the Bell" pilot program at the Ontario Village at Adams which is comprised of two mobile hot/cold food carts to ensure students that do not arrive in time for breakfast are able to take breakfast to their classroom to start their day.

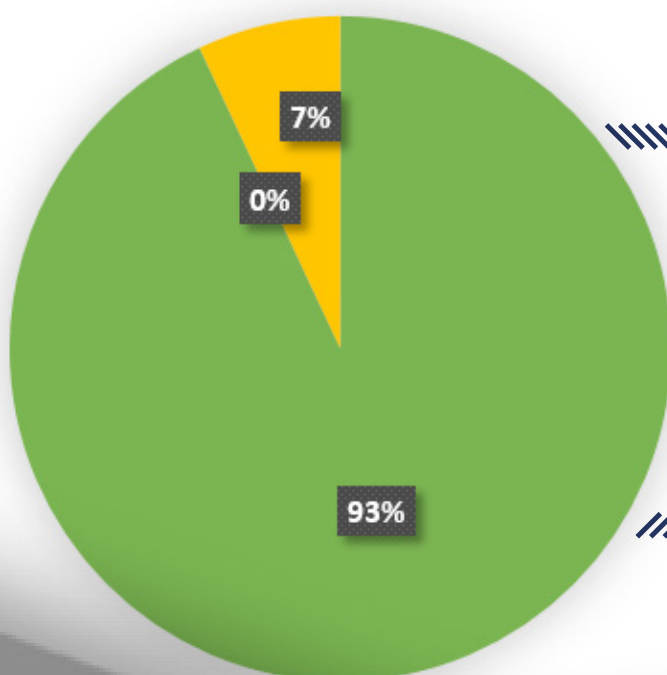
The department's director has expanded Project-Based Learning lessons to educate students by utilizing food as a learning tool, such as using a Dirt Pudding project as an opportunity for instruction on layers of soil. The director also collaborates with SCS Parent-Teacher Organizations to encourage families to learn more about child nutrition at events such elementary STEAM events.

The Sandusky City Schools Dining Room Services Facebook page continues to generate positive response within our Blue Streak Family and has boosted morale and increased rapport between the department's employees.

PILLAR #10- STUDENT NUTRITION & FOOD SERVICES

HIGHLIGHTS:

- Implementation of “Breakfast on the Go after the Bell” pilot program at the Ontario Village at Adams to ensure students that do not arrive in time for breakfast are able to take breakfast to their classroom
- Expansion of Project-Based Learning lessons to educate students by utilizing food as a learning tool
- Collaboration with SCS Parent-Teacher Organizations to encourage families to learn more about child nutrition
- Positive response to the Dining Room Services Facebook page and increased rapport between the department’s employees



GOAL STATUS:

14/15	Completed	93%
0/15	In Progress	0%
1/15	Not Started	7%

PILLAR #11- PARENT & COMMUNITY INVOLVEMENT

Parent involvement and community engagement within the Sandusky City Schools has been the most significant element that continues to provide a core of support for the students and families of our district. The Board of Education, along with administrators, faculty, staff and students understand and appreciate this core value. Each building principal, supervisor and administrator have SMART goals that relate to how we engage our public and are committed to ensuring the success of the collaboration between the home, school, and community. One of the ongoing goals of our parent involvement initiative is to have a functional and dynamic Parent Council at each of our schools, with elected officers and monthly meetings. At the middle school and high school levels, parent involvement is largely through booster support groups, auxiliaries, and unique parent- or community-supported student activities.

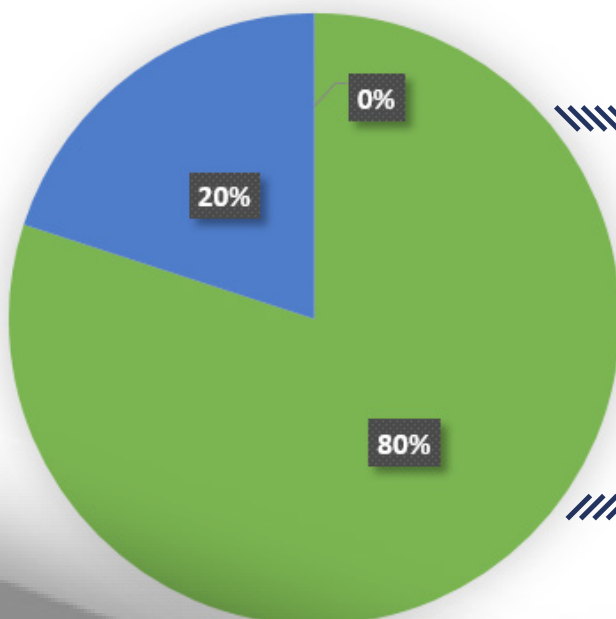
At the district level, the Chief Executive Officer and Superintendent engages with the Parent Congress, which is a group of parent officers and booster support officers from throughout the district that meet on a monthly basis. The Senior Leadership Team and building principals routinely seek input and feedback from parents on issues of district policy, upcoming calendar items, student-based experiences, school facilities vision and activities, and on techniques that can be implemented to increase parent participation in all areas. The Parent Congress is the chief sponsor of the Annual Parent Summit, an event where hundreds of parents attend seminars, workshops, and learning segments focused on relevant school based topics.

Parent Congress delegates recently attended a state-wide parent conference in Columbus, with the goal of securing contemporary strategies and techniques to include more parents in school-related activities and functions. Parents also contribute to other key functions throughout the year including the Annual Blue Streak Pride 5K, homecoming activities, and offer tremendous booster support of band, choir, and orchestra.

PILLAR #11- PARENT & COMMUNITY INVOLVEMENT

HIGHLIGHTS:

- Board of Education approved resolution on parent engagement
- Active participation in the Annual Parent Summit, which draws hundreds of parents and community members to a half-day session of workshops, seminars, and large school meetings on relevant social-emotional and educational topics centered on improving communications and relationships with parents, schools, and the larger community
- Partnership with the City of Sandusky and the Wightman-Wieber Foundation on student-centered summer programs aimed at exposing children and families to educational enrichment opportunities
- Continuing to identify strategies to work with at-risk parents to improve engagement and student achievement with social and community responsibility
- Attending an annual state-sponsored conference on contemporary relevant parent engagement strategies
- Working to increase the number of parents who utilize technology to communicate to school staff about student achievement, updated calendar items, and ways to improve safety
- Routinely seeking feedback from parents on policy recommendations



GOAL STATUS:

8/10	Completed	80%
2/10	In Progress	20%
0/10	Not Started	0%

PILLAR #12 - SCHOOL FACILITIES

While academic achievement (Pillar #1) remains and will always be our most important and strategic initiative, there is little doubt that the most publicized priority is the Building Better Dreams facilities program. Since the publication of the fall 2017 Transformation Plan update, school officials have been deeply engaged in refining details of the 72 million dollar facility program. The Sandusky City Schools' facilities program is the largest single construction project in the 200-year history of our community and the construction of three new elementary buildings will change the landscape of our schools for the next 100 years.

The summer of 2018 is a key period of time for facilities improvement for our existing school buildings. When school opens for the 2018-2019 academic year, significant improvements will be evident at Sandusky Middle School and Sandusky High School, including:

- Science, biology, chemistry, and physics labs that will serve both middle and high schools students
- Enhancements to the Frohman Planetarium resulting in new technology, instructional space, and STEAM (Science, Technology, Engineering, Arts, and Mathematics) based experiences
- Technology, instructional space, furniture and equipment upgrades to lecture halls 300 and 301
- Improvements to the SHS auditorium including sound board, lighting, and stage

These projects are referred to as locally funded initiatives (LFIs) and are occurring at a critical time as our students are required to be globally prepared in a fast-paced 21st century competitive culture.

The Senior Leadership Team and the Board of Education provide multiple opportunities to secure feedback on the facilities projects. Parents of PreK-6th grade students receive a monthly newsletter from the Superintendent and the construction management and engineering teams which provide details on the project, timeline of upcoming tasks, and ways in which local vendors and businesses can be involved with the project. The Sandusky Register publishes a monthly column on facilities updates to inform their readership and the district sponsors a monthly five-minute video featuring members of the facilities team or Ohio Facilities Construction Commission. We also effectively utilize social media to communicate information about our school facilities project.

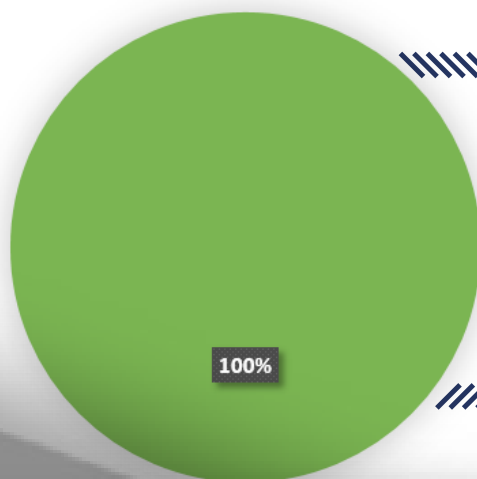
PILLAR #12 - SCHOOL FACILITIES

HIGHLIGHTS:

- Accomplished a successful transition to the Adams Facilities for the Ontario School faculty and staff
- Hosted several community forums and meetings for residents regarding the school construction project, shared details of the project and how daily traffic and living will be impacted in the targeted new construction areas
- Demolished the original Ontario Elementary School and developed construction foundation for the new building
- Hosted a community forum for local vendors, suppliers, and contractors regarding partnership on the construction project
- Effective partnership with City of Sandusky officials to expedite licenses, submissions, and related documents to ensure an on-time, on-budget delivery of the three new elementary buildings
- Effective organization and management of the construction project through weekly meetings with the architectural team, construction management team, executive from the Ohio Facilities Construction Commission, Owner Representative, Senior Leadership Team, and monthly report out to the Board of Education
- Effective summer planning activities for student programming modified for the summer construction schedule
- On schedule for the opening of the Primary School @ Ontario, serving grades 1-2, and the Sandusky Intermediate School, serving grades 3-6, and the transition of the PreK-K school @ Mills for the start of the 2019-2020 school year
- Goals completed Spring 2018: All 15 goals for the School Facilities for a 100% completion

NEW GOALS FOR 2018-2019

1. Successful completion of all LFI activities at the Sandusky Middle School and Sandusky High School
2. Confirmation of an on-time and on-budget completion of the Ontario and Intermediate School sites for August 2019
3. Summer communications updates with parents and community members on projects being completed for August 2018
4. Effective planning for the Adult Education and Career Planning Center at Mills for 2021
5. Development of a capital plan through the Office of the Chief Financial Officer and Treasurer identifying key capital expenditures and planning for a five year period
6. Identification of instructional- and practicum-based ways to engage appropriate-age students in the construction project
7. Capitalizing on the new facilities to effectively market and communicate the advantages of being enrolled and attending Sandusky City Schools
8. Ensuring effective transition of all operational services, on schedule for an on-time delivery of products and services for the start of the 2018-2019 school year and the 2019-2020 school year
9. Continuing to host community forums and feedback sessions for residents to be updated on the progress of the facilities plan
10. Identification of a local service agency to financially contribute to the new construction facilities to support the academic and social-emotional development of our students



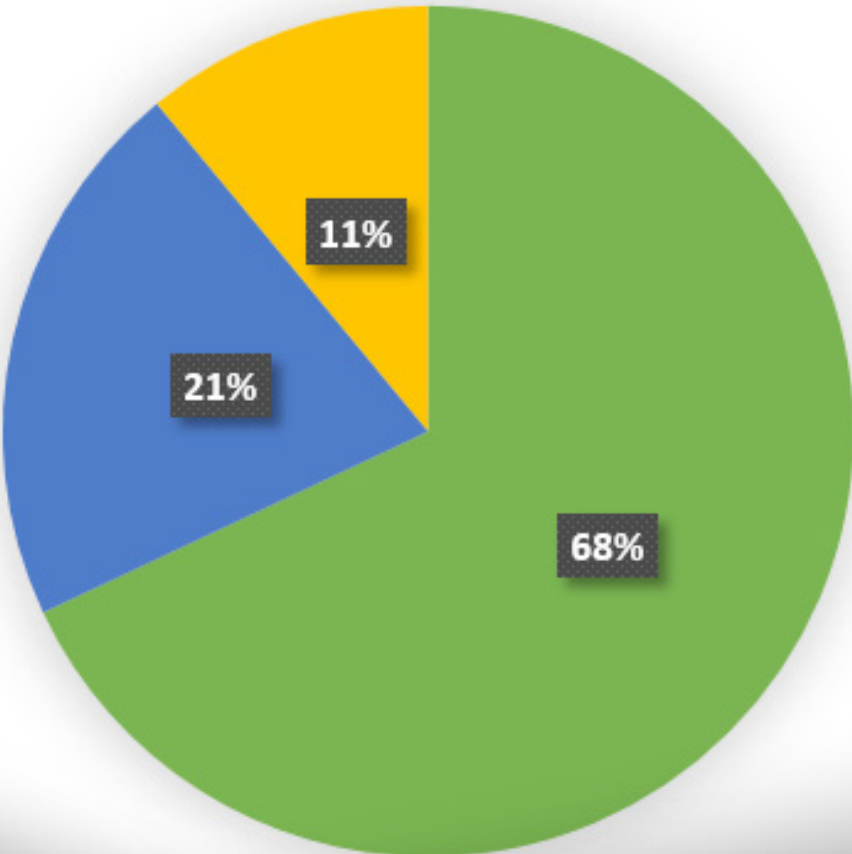
GOAL STATUS AS OF SPRING 2017:

15/15	Completed	100%
0/15	In Progress	0%
0/15	Not Started	0%

TRANSFORMATION PLAN PROGRESS SPRING 2018 UPDATE

GOAL PERCENTAGES:

141/208	Completed	68%
44/208	In Progress	21%
22/208	Not Started	11%



Building Better Dreams



Sandusky City Schools Board of Education

Mrs. Gina Deppert, Treasurer & CFO

Mr. Jeff Krabill, BOE Member

Mrs. Martha Murray, BOE Vice-President

Mrs. Brigitte Green-Churchwell, BOE President

Mrs. Katie Vargo, BOE Member

Mr. Thomas Patterson, BOE Member

Dr. Eugene T.W. Sanders, CEO & Superintendent





OUR MISSION

Our mission is to provide a diverse educational experience where all students will become respected, productive, & valued members of our community.

Blue Streak University.....	419.984.1085
Board of Education.....	419.626.6940
Great Lakes Visual & Performing Arts Academy.....	419.984.1077
Kindergarten Registration.....	419.626.6940
Preschool Education.....	419.984.1048
Sandusky Career Center.....	419.984.1100
Sandusky Digital Academy.....	419.984.1060
Sandusky High School.....	419.984.1068
Sandusky Middle School.....	419.984.1182
The Global Internship Experience for Seniors.....	419.984.1086
The Regional Center for Advanced Academic Studies.....	419.984.1349

PARENT & COMMUNITY
CONTACT NUMBERS

