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# Envision 2030: Better Together.

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# INTRODUCTION



The Sandusky City School District (SCSD) community came together in 2018-2019 to create a ten-year plan to transform the District in the areas of: Academics, College and Career Readiness, Adult and Global Readiness, Fine and Performing Arts, Student Services, Athletics and Student Activities, Technology, Professional Development, Transportation, Student Nutrition and Food Service, Parent and Community Involvement, and the School Facilities. This "Envision 2030: Building Capacity and Strengthening Innovation" plan is guiding the SCSD to increase the staff capacity as instructional leaders, to address the differentiated needs of the staff through professional development, to create a culture where decisions are data-driven, to increase the role of technology in and for 21st Century learning, to align data, professional learning, and the creation of assessments to the Ohio State Testing, to prepare students for success in their post-secondary choices, and to build a more personalized infrastructure that speaks to equity. We are pleased to report that during the last year, significant progress has been made. The attached report provides you with examples of the progress made by our students, families, community members, and staff in the SCSD.

During the 2022-2023 school year, the SCSD utilized the Ohio Improvement Process (OIP) through the Ohio Department of Education to plan the implementation of the Envision 2030 goals for the next three years. The OIP defines Academics as a collaborative framework that guides the data-driven decision making process throughout the District. This school year, the District and Building Focus Teams analyzed data to identify the critical needs of the District, and to find the root causes of those needs. The teams worked together to research and select the evidence-based strategies to address the critical needs, and to create a plan for implementation. Staff, parents, and community members came together during the OIP process to shape the future of the SCSD to meet the goals in Envision 2030. Truly, we are better together.

For any questions or concerns, please email me at [drambler@scs-k12.net](mailto:drambler@scs-k12.net)

Mr. Daniel Rambler  
CEO & Superintendent

# EXECUTIVE SUMMARY

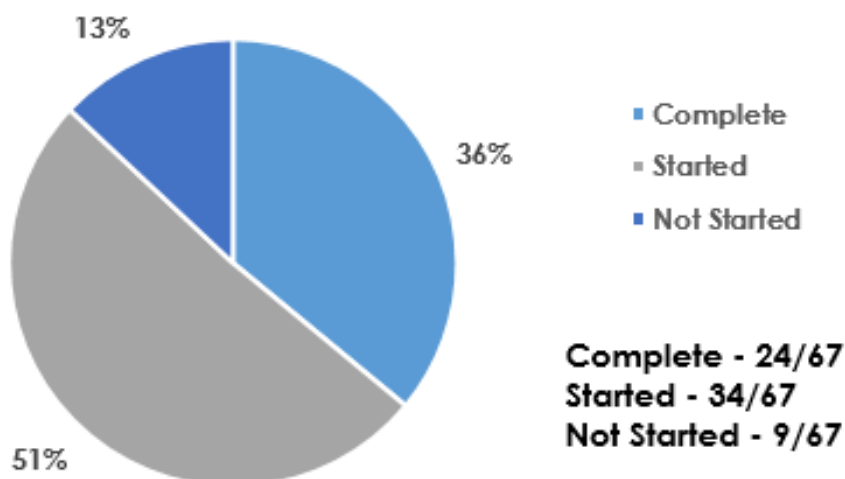
During the spring of 2019, Sandusky City Schools adopted Envision 2030: Building Capacity and Strengthening Innovation, a 10-year strategic vision outlining the district's continued efforts to redesign and reform student educational opportunities. Envision 2030's fundamental objective is to provide a framework for which clearly defined goals developed to measure the growth and viability of all eight innovative programs, originally introduced in 2014's Transformation Plan, will be analyzed. This analysis will be utilized to determine the long term relevance and effectiveness of each innovative program, and create the opportunity to implement data supported adjustments when necessary.

Innovative programs, unlike any student opportunity offered within the region, under review include: (1) Blue Steak University, (2) The Sandusky Career Center – adult education program, (3) The Global Internship Experience, (4) The Sandusky Digital Learning Center, (5) The Career Tech Education Program, (6) The Regional Center for Arts and Academic Studies, (7) The Food Service and Nutrition Program, and (8) The Great Lakes Visual and Performing Arts Academy.

The relevance of a strategic focus, designed to address the delivery of meaningful educational experiences for all students, has never been more important. The continued viability and growth of each innovative program remains critical to the long term success of not only our school district, but also for the city. By utilizing a set of clearly defined metrics, Envision 2030 will allow the Sandusky Board of Education, our families, and the greater community to effectively determine if the results validate the continued investment of time, money, and labor to support a program.

To date, approximately 87% of the identified goals in years 1-5 are either completed or in progress, and 13% of our years 1-5 goals are not started. Over the next several pages, each year 1-5 goals will be measured and reviewed in detail, describing the overall growth of each program.

**Goal Completion Data**





# BLUE STREAK UNIVERSITY

**Innovative Program Name: Blue Streak University**

**Innovative Program Leader: Dr. Richard S. Koonce**

**3-to-5 Year Goals Total Numbers:**

3-to-5 Year Goals Completed: 0

3-to-5 Year Goals Started: 4

3-to-5 Year Goals Not Started: 1



*Blue Streak*  
**UNIVERSITY**

**January 2022-January 2023 3-5 Year Goals Completed**

- N/A

**January 2022-January 2023 3-5 Year Goals Started**

- Goal 1: Increase participation among Black, Bi-Racial, Hispanic, and other minority students to more accurately reflect the overall demographics of SCS. The process has begun to inform more students, particularly those with 3.0 GPAs and above, about the CCP program. A tool for monitoring the level of progress in this arena must be established before the 2023-24 academic year. This goal was started in years 1-3.
- Goal 2: Increase the course offerings of classes taught by our own faculty and staff. This is an ongoing goal, and while a number of courses were added in the past couple years, no new courses were added this year. However, efforts are underway to provide CCP courses in African American Studies, as well as an AP African American Studies course. This goal was added to the original set of goals.
- Goal 3: Develop an Associate Degree Pathway that allows CCP students to gain a clear understanding of the specific courses that are required to complete the degree. Part of this will occur by combining those CCP courses taught at SHS by our own qualified teachers with online offerings. This goal was added to the original set of goals.
- Goal 4: Monitor ACT scores of CCP students and compare them to the scores of SHS students who did not enroll in any college courses. This will help establish evidence regarding the rigor of CCP courses and how they contribute to the overall success of students and their increased ACT scores. This goal was added to the original set of goals.

**January 2022-January 2023 3-5 Year Goals Not Started**

- Goal 1: Increase college readiness scores (ACT, SAT, state assessments, etc.) so students are prepared for the rigorous coursework and schedule required in college and university settings. (A component of this goal is to work toward monitoring college readiness scores to have a better gauge of the impact of our students being enrolled in more rigorous courses, particularly in math, science, social studies, and English.)

These efforts must include comparing the readiness scores of those students enrolled in CCP courses (at least one CCP course during each semester) with those who are part of the general population demographic, and others who take more rigorous courses, such as AP and Honors courses.

## January 2022-January 2023 3-5 Year Goals Not Started (Continued)

The following numbers have been calculated for the total number of students in CCP, number of classes in which they are enrolled, and the number of college credits they will have earned for the Spring 2023 semester. There is a slight increase in numbers for Spring 2023 over those in Fall 2022.

Spring 2023	Students	# of Classes	College Credits/Hours
Online at LCCC	23	34	96
Online/On-Campus BG	42	86	255
BG CCP at SHS	39	73	136
<b>Total:</b>	<b>104</b>	<b>193</b>	<b>487</b>

## Program Highlights

Among students in the graduating class of 2023, six students have completed enough college credits to earn their Associate Degrees in either science or arts. The average GPA among those six students is 4.20. The average ACT score among the Top 6 CCP students is 26, with the highest score being a 31, and the lowest, 21.

## Top accomplishments since the Spring 2022 "Envisioning 2030" publication

1. Six students will earn Associate Degrees before June 2023.
2. Two of the above six students have nearly 90 college credits.
3. Efforts began for another CCP course to be offered at SHS.
4. In the spring of 2021, The Ohio Alliance of Black School Educators recognized Dr. Koonce as an Innovative Leader.
5. Six more students were added to the list of those earning Associate Degrees by their SHS graduation, bringing total to more than 20 students since the inception of the CCP program.





**Innovative Program Name: Adult Education**

**Innovative Program Leader: Christine Stark**

**3-to-5 Year Goals Total Numbers:**

3-to-5 Year Goals Completed: 1

3-to-5 Year Goals Started: 1

3-to-5 Year Goals Not Started: 1



**January 2022-January 2023 3-5 Year Goals Completed**

- Goal 1: Hire Adult Student Services Coordinator

**January 2022-January 2023 3-5 Year Goals Started**

- Goal 1: Develop seamless pathway through a bachelor's program for all programs

**January 2022-January 2023 3-5 Goals Not Started**

- Goal 1: Create a Hospitality Program

**Program Highlights**

Since the creation of the Envisioning 2030 plan the Sandusky Career Center (SCC) has experienced constant change. In 2020 the center was relocated to the former Venice Heights Elementary building which has allowed SCC to start rebranding itself as a stand-alone, adults-only training center. Since 2020, SCC has experienced turnover in the director role for three consecutive school years. Moving forward, the Career Center will enjoy more stability with the addition of a new director in August, 2022. Mrs. Christine Stark has many years of experience in post-secondary education and will expand the programs offered to our community.

The Nursing and Police Academy continue to have strong enrollment numbers and graduation rates. The Barber program began in March, 2023 and is utilizing the new lab space created in the Venice building. In 2021, SCC tragically lost the coordinator of the Medical Assisting and Phlebotomy program. After a hiatus, a new program coordinator has been named and that program is being rejuvenated. A Student Services Coordinator has been hired and is making an impact with enrollment, student support, and retention.





## Program Highlights (Continued)

The State Tested Nurses Aid (STNA) program has returned to SCC and has successfully completed four cohorts. The STNA course will be taught in the Health Careers program at Sandusky High School in the winter of 2023 as a collaboration between the Adult Career Center and the Career Tech Education department in the high school.

## Top accomplishments since the Spring 2022 "Envisioning 2030" publication

1. New Adult Education Director hired August, 2022.
2. Council on Occupational Education site visit in October, 2022; re-accreditation confirmed in March, 2023.
3. Barber Program began in March, 2023.
4. Rebranding efforts continue through new designs on printed materials.
5. New coordinator for Medical Assisting & Phlebotomy Program has been hired. Rejuvenating this program.
6. SCC Nursing Programs graduated 45 students in Fall of 2022.
7. STNA Coordinator was hired to bring this program back to SCC. In the fall of 2022, SCC had 18 individuals complete this program.
8. SCC partnered with the SHS Programs for SUCCESS to provide STNA training to HS juniors and seniors in the winter/spring of 2023.
9. The Police Academy has experienced a 27% growth in enrollment over a 3-year period.





# GLOBAL INTERNSHIP EXPERIENCE

**Innovative Program Name: Global Internship Experience**  
**Innovative Program Leader: Lucas Poggiali**

**3-to-5 Year Goals Total Numbers:**  
**3-to-5 Year Goals Completed: 0**  
**3-to-5 Year Goals Started: 1 + 3 Proposed**  
**3-to-5 Year Goals Not Started: 1**



**January 2022 - January 2023 3-5 Year Goals Completed**

- N/A

**January 2022 - January 2023 3-5 Year Goals Started**

- Goal 1: Align College Credit for All Students in Internships

**January 2022 - January 2023 3-5 Goals Not Started**

- Goal 1: At least one student per academic year placed internationally in an internship experience, GIE learning outcomes re-defined to reflect students' knowledge of the global implications of internship

**\*Proposal to change our current 3-5 Year Goals starting this year**

- Goal 1: Align College Credit for students taking part in the internship program
- Goal 2: Instituting a 4 year plan within the curriculum at SHS that engages students in college and career building starting as freshmen, culminating in an internship their senior year.
- Goal 3: Institute a user friendly media platform that engages students to share their story and tie their internship to their overall student experience.

**Program Highlights**

One of the priorities for the program in 2022-2023 was to provide opportunities for students who fit different interests and needs. Whether it be a year-long internship that began over the summer, to a multi-week exploratory job shadow, we want to find the right opportunity for each student. We use a soft skills program titled "Senior Life", which is a career technical education funded course for all students. The course utilizes the OhioMeansJobs-Readiness Seal as the basis for its curriculum. The OhioMeansJobs-Readiness Seal is a formal designation a student can earn by demonstrating the professional skills that are required for success in the workplace. The skills required for the seal and taught in "Senior Life" include: a commitment to be drug free; reliability; work ethic; punctuality; discipline; teamwork/collaboration, professionalism; learning agility; critical thinking/problem solving; leadership; creativity/innovation; oral & written communications; digital technology; global/inter-cultural fluency and career management.

One variable that helps shape the Global Internship Experience has been the new internship requirements from the Ohio Department of Education specific to career technical education programs. Beginning as early as grade 9, students must accumulate 250 hours of work-based learning aligned to their programs of study or their student success or graduation plans, with evidence of positive evaluations.

With that requirement, we have two distinct pathways within our internship program. This year, 15% of our CTE students have accumulated more than 250 hours of work-based learning.

Students that are not participating in career technical education, participate in career exploratory internships and are expected to utilize the 15 job readiness skills outlined in the OhioMeansJobs-Readiness Seal and taught in "Senior Life". Students participating in career technical education participate in the career preparatory internships and they are aligned to the soft skills taught in "Senior Life", but also the content standards specific to the career technical education program. Not every internship is the same within the program. While certain requirements are still necessary to complete the program, we still want to place our students in internships based on their own aptitude and interests.

We are working hard to enhance the overall internship experience by implementing digital platforms that allow for students to stay connected with the rest of the high school and share their story. We are also using data created by a testing platform called "YouScience" that uncovers student aptitudes and then connects their aptitude to careers and educational pathways designed to help students find relevance in school and beyond. We have also made it a priority to use local resources like Firelands Forward in Erie County to identify job opportunities and expose our students to those opportunities, all while teaching them the soft skills that are important to ensure that they are able to take advantage of the opportunities when they present themselves.

## **Top accomplishments since the Spring 2022 "Envisioning 2030" publication**

1. Implementation of online platform called "SchoolJoy" to enhance student's internship experience.
2. Partnerships with BGSU and LCCC for college credit for select internships.
3. Partnership with Firelands Forward to conduct job-shadow experience in local businesses based on student aptitude.
4. Administration of aptitude and interest tests for students and using data to enhance accuracy of internship experience.
5. Participation in Erie County Regional Career Fair through Firelands Forward with juniors to network and connect for their senior internship experience.

## **Celebrating our Internship Partners:**

- AHA Creative
- Firelands Toyota
- Phil P's Unisex Salon
- Ahner Industrial
- Ganley GMC
- Providence Care Center
- Akron Children's Hospital
- Garden of Edey
- Reality Executives
- American Colors
- Humanetics
- Red Barn LLC
- BCSN
- Kalahari
- Sandusky Greenhouse
- Cedar Point
- Kamans at Cedar Point
- Schmid Architecture
- City of Sandusky
- Mack Iron
- SHS IT Department
- Contractors Design
- MH & Sons
- Summit Motor Sports
- Feick Design Group
- Moyer Construction
- Tsubaki, Inc.
- FRMC
- ODNR



# SANDUSKY DIGITAL LEARNING CENTER

**Innovative Program Name:**  
**The Sandusky Digital Learning Center**

**Innovative Program Leader:**  
**Sherry Smith**

**3-to-5 Year Goals Total Numbers:**  
**3-to-5 Year Goals Completed: 3**  
**3-to-5 Year Goals Started: 1**  
**3-to-5 Year Goals Not Started: 0**



**January 2022-January 2023 3-5 Year Goals Completed**

- Goal 1: Create an inviting environment to enhance learning by incorporating a Career Technical Program in cooperation with SHS/Career Technical program.
- Goal 2: Partner with the STNA Credential Program through Career Tech to offer an addition credential program as a graduation pathway. This goal was added to the original set of goals.
- Goal 3: Implement Rise-up Credential Program as a credential program and an alternate graduate pathway. This goal was added to the original set of goals.

**January 2022-January 2023 3-5 Year Goals Started**

- Goal 1: In response to the COVID Pandemic and its effects on the mental health of students, coupled with an increase in enrollment, SDLC has adopted a trauma-informed approach to education. This includes adapting a Positive Behavior Intervention Model to improve student's achievement and attendance, and PAX implementation, which is a set of strategies to help students learn important self-management skills while collaborating to make their classroom a peaceful and productive learning environment. This goal was added to the original set of goals.

**January 2022-January 2023 3-5 Year Goals Not Started**

- N/A

**Program Highlights**

The Sandusky Digital Learning Center program is designed to serve students in grades K-12 in a non-traditional education environment and focuses on each student's individual needs and provides a campus-like atmosphere where students can develop the skills necessary to pursue college, the military, or a career. SDLC utilizes a blended school model; in person and online, led by highly qualified teachers. The Sandusky Digital Learning Center utilizes data to inform instruction and creates individualized learning schedules for each student, monitored by a highly qualified teacher. SDLC is committed to the "holistic" needs of students by utilizing data to identify and eliminate the barriers to learning to ensure students are college and career ready.

## Program Highlights (Continued)

The program's core values are:

- Achievement and Progress - Improve Student Performance (Online platform chosen for rigor and fidelity), data analysis, and community partnerships
- Prepare for Success – Internship, Credentialing Program, and partnership with "L.Y.F.E. (Leading Youth to Feel Empowered)".
- Gap Closing - Close the Achievement Gap among Subgroups of Students (access to highly qualified teachers, test prep and enrichment activities, one-to-one assistance).
- School Attendance – "Project Succeed" which has raised the attendance rate by 25%.

## Top accomplishments since the Spring 2022 "Envisioning 2030" publication

1. Successful implementation of K-8 programs which include mental health counseling.
2. Increased funding for the 22+ program from \$324,720 to \$329,911.
3. 100% graduation rate in The 22+ Program.
4. Awarded \$10,500 through grants.
5. Successful operation of a snack pantry and personal care pantry to support the needs of our students.
6. Ongoing recruitment of out of district students (15% increase).
7. Increased SDLC attendance rate by 25% by implementing "Project Succeed" with the Absence Intervention Team (AIT) process to create individual goals with intervention designed to improve attendance.
8. Facilitated data summit to ensure staff could locate and understand data.
9. Created three opportunities within the school year designed to increase parent and family engagement (Fall Fair, Christmas Extravaganza, and an Ice Cream Social)
10. Staff received training in De-escalation, PBIS and PAX.
11. Collaborated with "L.Y.F.E. (Leading Youth to Feel Empowered)" to create a program with the aim to improve college and career readiness.
12. Developed partnership with "Project Strength" (committed to elevating families in the community through outreach, education, and facilitating connection to needed resources) to incorporate various community agencies and stakeholders to provide supports for students.
13. Developed partnership with Sandusky Career Center to enroll students in the STNA program to earn an industry credential.



# SHS PROGRAMS FOR S.U.C.C.E.S.S.

**Innovative Program Name: SHS Programs for S.U.C.C.E.S.S.**  
**Innovative Program Leader: Brandy Bennett**



**3-to-5 Year Goals Total Numbers:**  
**3-to-5 Year Goals Completed: 0**  
**3-to-5 Year Goals Started: 4**  
**3-to-5 Year Goals Not Started: 0**

## **January 2022-January 2023 3-5 Year Goals Completed**

- N/A

## **January 2022-January 2023 3-5 Year Goals Started**

- Goal 1: Establish new, relevant programming by examining exemplary schools. This goal was added to the original set of goals.
- Goal 2: Investigate and develop apprenticeship opportunities for students.
- Goal 3: Align college credit through articulation agreements.
- Goal 4: 100 percent of CTE students engaged in internships has been modified to 15% of CTE students engaged in work-based learning.

## **January 2022-January 2023 3-5 Year Goals Not Started**

- N/A

## **Program Highlights**

During January 2021-2022, we established several NEW, relevant programs including Advanced Manufacturing, Computer Programming, and Robotics (at the middle school level). During January 2022-2023, we have continued to set our sights on in-demand jobs in our area and throughout Ohio by implementing an STNA program to our first-year health career students. Now, during students' first year of the health careers program, students can receive an STNA license (a twelve-point credential). During the students' second year, students can receive a medical assisting license (an additional twelve-point credential).

We are looking ahead to transition our Graphic Design program to incorporate elements of visual communication and design including digital image editing, photography, and videography. Grant funding has allowed us to create a laboratory for this space as well as needed equipment. In addition, we have set our sights on the renovation of the Brass Lantern to not only house a coffee shop for our business students to obtain site-based employment experience, but also add a Hospitality/Culinary program for students (joining Firelands Forward's Industry Sector Partnership with a focus on Hospitality and Tourism).

Apprenticeships are an incredible opportunity for students to earn while they learn, and Ohio ranks third in the nation for apprenticeship opportunities. During January 2021-2022, we partnered with Lorain County Community College (LCCC) to receive both articulated credit and College Credit Plus (CCP) for our welding students. Students may enroll at LCCC after graduation and participate in their partnership with the Boilermakers Union. In January 2022-2023, we added an

## Program Highlights (Continued)

online CCP opportunity and also scheduled the Boilermakers to meet directly with our students to disseminate applications.

During January 2021-2022, we partnered with the Ohio Carpenter's Joint Apprenticeship & Training Program. All apprenticeship classes, training and Associate Degree college credit earned during the program are provided at no cost to students. Students can earn from 60-95% of the journey-level wage during the apprenticeship program. Wage rates are from \$29-\$35 per hour. In January 2022-2023, to increase awareness of these and other Ohio apprenticeship opportunities, we are working with local union representatives to develop a pamphlet outlining the numerous opportunities available to our students.

When rebranding career technical education into SHS Programs for S.U.C.C.E.S.S., an important transition was the notion that career technical education meant pursuing additional certifications and college degrees after high school. In the most taught courses, statewide articulations have been created. This means students who attend Ohio public post-secondary schools, receive college credit for a number of career tech courses. However, we have ensured several additional courses receive college credit through articulation agreements and CCP opportunities. Articulation agreements exist with Terra State Community College for Automotive Technologies, Construction Technologies, Hair Design and Welding. During January 2022-2023, an Advanced Manufacturing articulation was added. Articulations and CCP credit are aligned with LCCC for welding. We also have CCP credit aligned with Firelands/BGSU for the Engineering program. Currently, we are pursuing articulated credit with Firelands/BGSU for our Business Program, Theater and Dance Program.

Internships play a crucial role in shaping one's career. Initially, we hoped to have 100% of our career technical education students participating in internships. However, the Ohio Department of Education redefined a "meaningful internship" for CTE students. A meaningful internship is more than job-shadowing. Instead, it is a hands-on experience aligned with students' content standards (anchored by a learning agreement) to gain real-world experience or what is referred to as "work-based learning." Further, these experiences should be at least 250 hours. For 2022-2023, ODE prescribed that 14% of CTE students should be placed in work-based learning. We are currently working on this goal. During 2020-2021, we had 1% of students completing the 250-hour requirement, in 2021-2022 we expanded to 9.4%. In 2022-2023, we hope to reach ODE's statewide goal. We are proud to have students in paid work-based learning opportunities at area locations including: Lewco, Firelands Hospital, Tsubaki, Inc., Humanetics, Red Barn Engineering, City of Sandusky, Firelands Toyota and Ken Ganley GMC.



# SHS PROGRAMS FOR S.U.C.C.E.S.S.

## Top accomplishments since the Spring 2022 "Envisioning 2030" publication

1. Secured numerous grants to purchase a new state-of-the-art alignment system and automobile lift for our Automotive Technologies program.
2. Implemented a Development Committee to create cooperative relationships with our business partners to address the equipment and infrastructure needs of our career technical education programs.
3. SHS Programs for S.U.C.C.E.S.S. is being used by the Ohio Association of Comprehensive and Compact Career-Technical Schools to garner support for additional funding from the Governor's budget proposal.
4. To create awareness of programs offered, an "SHS Programs for S.U.C.C.E.S.S. Career Fair" was held for sophomores at Sandusky High School
5. Implemented new marketing materials including Perkins Avenue window coverings, work-based learning commercials, and life-size cardboard stand-ups of students in their CTE uniforms.
6. Implemented an "SHS Programs for S.U.C.C.E.S.S. Student of the Year" with support from the "For Love with Love Foundation."
7. Obtained grant funding for a new Visual Communications and Design Laboratory as well as Surface Pro Tablets, cameras, and video equipment.





**Innovative Program Name:**  
**Regional Center for Arts & Academic Studies**

**Innovative Program Leader:** Tara Toft

**3-to-5 Year Goals Total Numbers:**  
**3-to-5 Year Goals Completed:** 0  
**3-to-5 Year Goals Started:** 2  
**3-to-5 Year Goals Not Started:** 0



**January 2022-January 2023 3-5 Year Goals Completed**

- N/A

**January 2022-January 2023 3-5 Year Goals Started**

- Goal 1: Increasing Gifted Services to Underrepresented Populations
- Goal 2: Improve Gifted Indicator for District and Individual Buildings

**January 2022-January 2023 3-5 Year Goals Not Started**

- N/A

**Program Highlights**

Sandusky City Schools uses two approaches to improve the educational experiences for students typically under-served in gifted programs, including students who are in minority and low socio-economic subgroups. The first approach is implementing a whole-grade screening process so all students have multiple opportunities to be assessed for participation in gifted services. This includes academic achievement assessments in Reading and Math starting in 2nd grade, cognitive and creative abilities assessments in 2nd and 4th grades, and monitoring ACT results for high potential scores. The second strategy is the use of the Talent Development Framework whereby we admit students to gifted service settings such as gifted cluster classes in 1st, 2nd, and 7th-12th grades as well as to the Regional Center for Arts and Academic Studies (RCAAS) for students in grades 3-6. Students are admitted to these gifted service settings if they score up within five percentile points of the state-approved gifted identification range in an effort to increase the rigor of instruction and further develop the talents of high potential students.

RCAAS provides two summer enrichment opportunities for students in academic and arts areas of talent and interest: the Dorn Summer Experience for students entering RCAAS in the fall and the Elementary Summer Arts Camp for students entering 2nd through 6th grades at SPS, SIS, and RCAAS. Students can explore their interests and participate in follow up gifted assessment, if desired.

We also offer quarterly Gifted Family Focus Workshops for parents and guardians of gifted children combined with student art shows in the Michele Ziemke Student Art Gallery, student performance showcases in our spacious auditorium, and school tours of RCAAS for prospective students and their families.



### Program Highlights (continued)

When we first moved to our Adams Street location in 2020, the Boys & Girls Club needed a home for their after school program. After a little shifting of classroom spaces, we found them a home with us! Since then, they have grown their program to provide after school care to more than 100 Sandusky students in grades K-6, complete with academic support and tutoring, art and physical activities, and an evening meal.

The State of Ohio has changed the way districts are measured for their student achievement and growth each school year. Previously, gifted students saw progress measured in a separate Gifted Indicator on building and district report cards. Now, those measures of Gifted Identification and Service, Gifted Performance Index (PI), and Gifted Value Added (VA) ratings are housed in the Gap Closing section of those report cards. Gifted PI and VA are based on student scores on the Ohio State Tests (OST) in the subject areas of their gifted identification. Additionally, new thresholds for those metrics are calculated each year based on average scores across the state.

In 2021, district Gifted Identification and Service data earned 76/100 points, narrowly missing the state requirement to earn that component of the Gifted Indicator. In 2022, those measurements changed, but the district collected 105/140 points, earning Five Stars towards the Gap Closing Component.

The Regional Center lays the foundation for students' academic performance throughout their educational journeys. As a district, our gifted students improved their OST achievement scores, increasing the district Gifted PI from 104.375 in 2021 to 106.537 in 2022.

Past and current numbers of gifted services in all reported subgroups:

Subgroup	2020			2023		
	Identified	Served		Identified	Served	
Low SES	101	76	75.2%	62	47	75.8%
Black	55	37	67.3%	44	32	72.7%
Hispanic	6	5	83.3%	4	4	100%
Multi-Racial	68	42	61.8%	43	35	81.4%
Asian/Pacific Islander Native American	4	4	100%	3	2	66.7%
White	237	183	77.2%	173	133	76.9%
Male	182	136	74.7%	146	109	74.7%
Female	180	135	75%	121	97	80.2%

Post-pandemic gifted identification rates have decreased across Ohio, and experts believe that is attributed to COVID learning loss. It is encouraging, however, to see that the service rates for most of our typically underrepresented subgroups have increased since before the pandemic, meaning that our students who are identified as gifted are taking advantage of the challenging learning opportunities we offer in Sandusky City Schools.

The 28 students invited to attend RCAAS based on their gifted or emerging status in the areas of Visual and Performing Arts or academics also broadened our reach to typically underrepresented subgroups of students, shared below.

2022-2023	Gifted VPA	Emerging VPA	Emerging Academics
Male	2	12	2
Female	1	6	5
Black	2	3	3
White	1	11	1
Multi-Racial	0	4	2
Hispanic	0	0	1
Asian/Pacific Islander Native American	0	0	0

The number of students from typically underrepresented populations in gifted programming, including Low Socioeconomic and racial minority groups, will also start showing up in the Gap Closing area of the state report card. This past year, scored for the 2021-2022 school year, earned us all available points for economically disadvantaged students due to a community grant that allowed all students to be considered Low Socioeconomic status for the year. That will likely change as the true data will be recorded for future years. Our district earned 8/20 for Underrepresented Minority Identification, and 4/10 points for Underrepresented Minority Services. We will continue utilizing strategies to identify and serve our underrepresented students at all grade levels and across all gifted areas. It is certainly our hope, and our expectation, that inviting students at the emerging levels will help to grow those talents and eventually allow our students the skills and opportunities to prove their potential according to state identification standards.

### **Top accomplishments since the Spring 2022 "Envisioning 2030" publication**

1. Celebrating our 10th year of serving gifted students as the only full-day gifted service program in our region.
2. The district collected 105/140 points in the Gifted Identification and Service data, earning Five Stars towards the Gap Closing Component.
3. Gifted students improved their OST achievement scores, increasing the district Gifted PI from 104.375 in 2021 to 106.537 in 2022.



## Top accomplishments since the Spring 2022 "Envisioning 2030" publication (Continued)

4. Mrs. Tara Toft and Mrs. Rosalyn Shepherd co-authored the feature article "Creating Authentic Art Experiences in an In-School Art Gallery" published in Teaching for High Potential, through the National Association for Gifted Children in November 2023 outlining the innovative programming at RCAAS and GLVPAA.
5. Hosted visitors to the Michele Ziemke Student Art Gallery for our quarterly art shows, student performance showcases, and Gifted Family Focus Workshops.
6. Developed a successful partnership with the Boys & Girls Club, providing space and site-based support for this important program serving Sandusky students in K-6th grades.





# FOOD SERVICE & NUTRITION

**Innovative Program Name: Food Service/ Catering**  
**Innovative Program Leader: Bradley Kraft**



**3-to-5 Year Goals Total Numbers:**

**3-to-5 Year Goals Completed: 1**

**3-to-5 Year Goals Started: 2**

**3-to-5 Year Goals Not Started: 2**

**January 2022 - January 2023 3-5 Year Goals Completed**

- Goal 1: Reconfigure High School cafeteria to provide a more collaborative and adult dining experience for our students - completion over Spring Break. This was added to the original set of goals.

**January 2022 - January 2023 3-5 Year Goals Started**

- Goal 1: Ensure all kitchens are equipped to perform Semi Scratch/Scratch Cooking and teach about basic baking and cooking techniques – complete in over 50% of Schools
- Goal 2: Participation in Community Events (ongoing)

**January 2022-January 2023 3-5 Goals Not Started**

- Goal 1: "Farm to School All Local Food Day" throughout district – using raw products from local companies: meats, vegetables, fruit and bread
- Goal 2: Consider an assistant to help with all aspects of the program (carryover from 1-to-3 year goals)

**Program Highlights**

A majority of the Cafés in the district are utilizing Semi-Scratch/Scratch Cooking, using fresh meats and vegetables in their daily recipes.

The SCS Dining Services Director, in collaboration with the City of Sandusky, completed the fifth successful season of educating students in Culinary Skills through the Midtown Supper Club.

We are proud to announce the reconfiguration of the High School cafeteria was completed over Spring Break with new flooring and new furniture to provide a more collaborative and adult dining experience. This dynamic new environment was created at no cost to the District general fund.

While a day-specific "Farm to School All Local Food Day" throughout district has not been observed thus far, Dining Services works every day to supply students with local products.

The hiring of a Child Nutrition Administrative Assistant will increase department efficiency and allow for expansion of SCS' Catering, Community, Student, and The Child Nutrition Programs.



## Top accomplishments since the Spring 2022 "Envisioning 2030" publication

1. The reconfiguration of the High School cafeteria was completed over Spring Break with new flooring and new furniture to provide a more collaborative and adult dining experience.
2. Schools have implemented Semi Scratch/Scratch Cooking in their kitchens to help enhance the nutritional standards of food served to the students of Sandusky City Schools.
3. A majority of the Cafés have created a Café Dining Experience for the students.
4. Breakfast and lunch counts increased by 25% in several buildings.
5. Breakfast in the classroom at The Intermediate School has increased breakfast counts by 25% daily.
6. SCS Dining Services Director is teaching Culinary/ Baking with Sandusky City Schools 5th and 6th graders at the Intermediate School weekly.



**Innovative Program Name: Great Lakes Visual and Performing Arts Academy**  
**Innovative Program Leader: Rosalyn Shepherd**

**3-to-5 Year Goals Total Numbers:**  
**3-to-5 Year Goals Completed: 4**  
**3-to-5 Year Goals Started: 3**  
**3-to-5 Year Goals Not Started: 0**



## **January 2022-January 2023 3-5 Year Goals Completed**

- Goal 1: Create a school day 3rd-6th grade visual & performing Arts program  
This goal was added to the original set of goals.
- Goal 2: Partnership Development: Creating and maintaining a network of support (Working with community arts organizations, colleges, professional artists, on a regular basis.) This goal was started in years 1-3.
- Goal 3: Foster collaborative relationships between students and programs at the elementary, middle school and high school levels as well as artist in residence through mentoring, Internships shadowing and collaborative projects.  
This goal was started in years 1-3.
- Goal 4: Create extracurricular arts activities to enhance social interactions with non-GLVPAA students and offer other creative opportunities. (Clubs initiated under the GLVPAA umbrella: Gospel Choir, Art Club, Media Club, Dance Team, Jr. Arts)

## **January 2022-January 2023 3-5 Year Goals Started**

- Goal 1: Extend the GLVPAA down to include 7th and 8th grade. Tie SMS/ GLVPAA curriculum to student's interests and strengths.
- Goal 2: Identify CCP arts offerings for GLVPAA students.
- Goal 3: Create extracurricular arts activities to enhance social interactions with non-GLVPAA students and other creative opportunities

## **January 2022-January 2023 3-5 Goals Not Started**

- N/A

## **Program Highlights**

Summary: All three goals that have been started are related to Academics and tying in more arts offerings for our students.

Just as important as academic rigor, the Fine Arts curriculum will set our students up for success through purposeful engagement. It is not separate from - but an accompaniment to - our academic curriculum and contributes to a well-rounded education. By partaking in courses in all fine arts areas from 3rd grade throughout their high school career, students are exposed to the extensive layers of hard and soft skills arts curriculum offers.



In the coming 3-5 years the GLVPAA will make every effort to work with students, parents and school counselors to ensure students are enrolled in arts classes of their choice including AP and CCP offerings when available. By giving students more access to classes in their arts major, they will be better prepared to perform for auditions, build their portfolios for submission; getting them ready for college acceptance, and a career/profession that is long lasting.

At the RCAAS students are evaluated as gifted in the visual and performing arts and, if identified as gifted or emerging, they are placed in the appropriate arts class. All students at the RCAAS are given options to take classes in any of the five arts disciplines offered. Students who are gifted or not in the arts will all have the opportunity for a well-rounded expansive education infused with creative studies. This is a future priority for all students in the district with a strong interest.

Another priority of GLVPAA is to build students' confidence and exposure to careers in the arts. A widely-accepted misconception is that Artists will make very little and therefore struggle. Everything people interact with each day is related to and created by an artist in some way. GLVPAA offers seminars, workshops and summits for students and parents from elementary through 12th grade, so that they may learn of available options and make better-informed choices for their education.

The goal to extend the GLVPAA to include 7th and 8th grade has been started and in collaboration with Middle school Principal, we are working to find innovative ways to expose our Middle School students to the arts.

### **Top accomplishments since the Spring 2022 "Envisioning 2030" publication**

1. SHS students successfully curate four art shows per year in the Michele Ziemke Student Art Gallery as a function of the GLVPAA Arts Careers course.
2. In 2022-23, through staff collaboration, scheduling difficulties at the middle school level were conquered to provide students with access to Arts Exploration, Dance, Theatre and photography in addition to the previous arts offerings of visual art, choir, band, and orchestra.
3. For the third time we successfully renewed the Martha Holden Jennings Foundation Grants receiving \$14,209 to begin a Media Club, and continue to fund the Michele Ziemke Student Art Gallery bringing professional artists and teaching artists in to work with students. We also acquired the Boeckling Foundation Grant for \$4,863 in the fall of 2022, which helped to purchase cameras and equipment to help expand the middle school visual art curriculum.
4. Hosted a successful student talent search event. "Blue Streaks Got Talent Show" in Fall of 2022 with 27 SCS participants in grades 1st-12th. This served as an opportunity for students to showcase their talents, build confidence, and experience the production process. With 74% of the participants trying out being students of the GLVPAA and the RCAAS, it is evident that students feel more comfortable and confident to express their talents in their community when they take part in school day arts activities. The GLVPAA also used the talent shows as a recruitment tool to find more talented students in the 1st-12th grade.

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## Top accomplishments since the Spring 2022 "Envisioning 2030" publication (Continued)

5. Multiple students in the fine arts classes have been selected for honors based on their talents.
- Students attended Ohio Music Education Association Honors Band, Orchestra and Choir performances and took part in professional adjudications;
  - BGSU Honors Band
  - Falcon Choral Festival
  - National Music Education Chorus
  - Student selected to go the renowned Interlochen Center for the Arts on scholarship
  - Performances
  - Community Murals
  - 20 Regional Scholastics Art Show awardees earning Gold Key, Silver Key and Honorable mention. With 4 students with the opportunity for recognition at Nationals.

