



ENVISION 2030: BUILDING CAPACITY & STRENGTHENING INNOVATION



SANDUSKY CITY SCHOOLS BOARD OF EDUCATION

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& MS. EBONY SIZEMORE**

INTRODUCTION

The Sandusky City Schools has been engaged with bold, progressive, and life changing transformational change and reform for nearly ten years. Over the course of this time, our Board of Education members have been leading the effort to ensure that students in our school district have dynamic world class educational opportunities. Our district has made tremendous strides in all elements of our vision for a better school system.

The Sandusky Board of Education challenged our administration to develop a ten-year strategic plan that ensures significant accomplishments, which resulted from the original Transformation Plan, are not just maintained, but improved in a way that allows each student and family to benefit, flourish, and succeed. As a result of this vision, our team developed a ten-year strategic plan entitled, “Envision 2030: Building Capacity and Strengthening Innovation.”

We are pleased to share with you today the status of our progress on our ten-year plan. This mid-year report provides a summary of key innovative programs in the district, and analyzes their goals and identifies key vision priorities moving forward. Interested stakeholders will be able to track our progress, provide feedback, and assist us in modifying and advancing our vision for children over this ten-year period. This document is vibrant, active, intentional, and completes our consistent belief that we are “Building Better Dreams.”

This report is available on all of our digital platforms and hard copies will be available at all of the schools. Please do not hesitate to reach out to me should you have any questions. I may be reached at 419.984.1000 or you may email me at ASKDRSANDERS@SCS-k12.NET.

Go Blue Streaks,



Eugene T. W. Sanders, Ph.D.

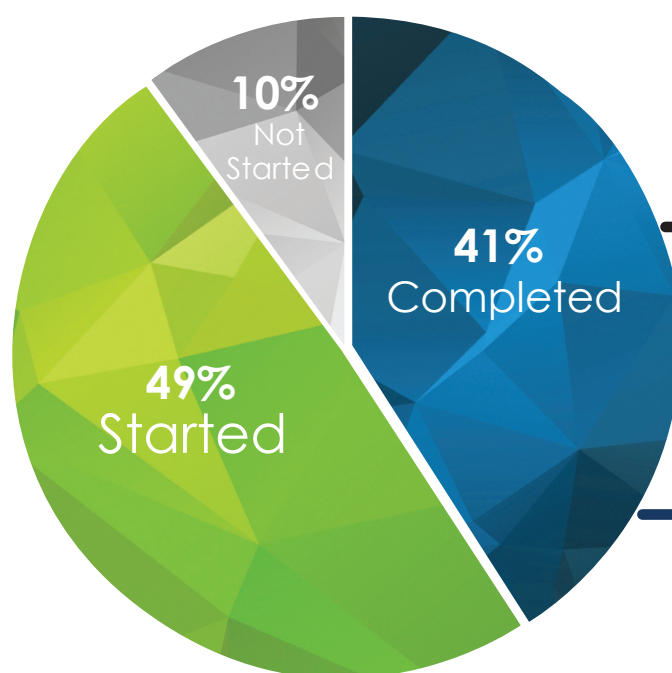
EXECUTIVE SUMMARY

During the spring of 2019, Sandusky City Schools adopted Envision 2030, defining the strategic vision for the district's continued efforts supporting a redesign and reform of student programming. Envision 2030's primary 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, can be analyzed. This analysis will ultimately be utilized to determine long term relevance and effectiveness of each innovative program, and create the opportunity to implement strategic 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 & 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 our city. By utilizing a set of clearly defined metrics, Envision 2030 will allow the board of education, our families, and the greater community to effectively determine if the results justify the continued investment of time and labor to support a program.

To date, approximately 87.5% of the identified goals in years 1-3 are either completed or in progress, and 12.5% of our years 1-3 goals are not started. Over the next several pages, each 1-year to 3-year goal will be measured and reviewed in detail, describing the overall growth of each program.



GOAL PERCENTAGES:

16/39 - Completed - 41%

19/39 - Started - 49%

4/39 - Not Started - 10%

ENVISIONING 2030 UPDATE

Innovative Program Name: Blue Streak University

Innovative Program Leader: Dr. Richard Koonce



Blue Streak
UNIVERSITY

1-Year to 3-Year Goals Total Numbers:

1-Year to 3-Year Goals Completed: 0

1-Year to 3-Year Goals Started: 1 (plus two additional goals)

1-Year to 3-Year Goals Not Started: 1

1-Year to 3-Year Goals Completed: N/A

1-Year to 3-Year Goals Started:

1. Work to increase participation in the College Credit Plus (CCP) program among Black, Biracial, Hispanic, and other students not categorized as White began by communicating to the SHS student body the primary opportunities that exist. In the immediate future, more effort must be focused on providing students in the Intermediate to Middle School levels, along with their parents, information about the opportunities of the CCP program, specifically targeting this demographic.
2. Increase number of students earning Associate Degrees. (This goal was added to the original set of goals.)
 - Six CCP students at Sandusky High School have earned enough college credits in the 2021/22 school year to be awarded their Associate Degrees, including five seniors and one junior student.

2017/18	2018/19	2019/20	2020/21	2021/22
1	1	5	3	6

3. Increase number of student credits earned. (This goal was added to the original set of goals.)
 - Thus far, 1,032 credits have been attempted in the 2021/22 school year, and the number of credits earned is projected to be at its highest level in the last three years. We are waiting on the Spring semester grades to obtain the final results.

1-Year to 3-Year Goals Not Started:

1. In an effort to assess the success of students in the CCP program, particularly as it relates to their performance on college readiness exams (ACT, SAT), another goal was to develop a database to assist in monitoring and comparing this group's performance when compared to that of others, including students enrolled in general education classes and those enrolled in more rigorous classes, such as Honors and AP. (This goal was added to the original set of goals.)
 - While more generalized comparisons have been made by looking at the ACT scores of these student populations, efforts to develop a database have not started.

Program Summary:

While one of the goals of the Envisioning 2030 Plan is to increase participation of all students who are eligible to be accepted into the College Credit Plus program, a primary goal is to increase participation among Black, Biracial, Hispanic, and other students not considered White. While about 60 percent of the SCS student population consists of non-White students, they only represent about 40 percent of the participants in the CCP program.

- 10% of the student body is enrolled in CCP
 - o 1 in every 15 Black students are enrolled in CCP
 - o 1 in every 14 Multiracial students are enrolled in CCP
 - o 1 in every 12 Hispanic students are enrolled in CCP
 - o 1 in every 6 White students are enrolled in CCP

At least one of the action steps was implemented to work toward this goal, and that involved communicating the significance of CCP opportunities by advising students in both individual and group settings. These opportunities were shared in morning announcements to all of the students in Sandusky High School. Also, the annual CCP Information meeting was held last year to share more detailed information.

The goal in the immediate future is to increase the representation of Black students to 1 in 10 students. This will increase the number representation from 6.42% to 10.1% approximately. Moving from 24 Black students in the program to 38 students will get us to this immediate goal. Increasing overall enrollment to 120 students with a focus on Black students will get us closer to equal distribution within the entire program, which is a priority.

Future Goal: Increase the credit-completion rate (% of credits completed vs. credits attempted).

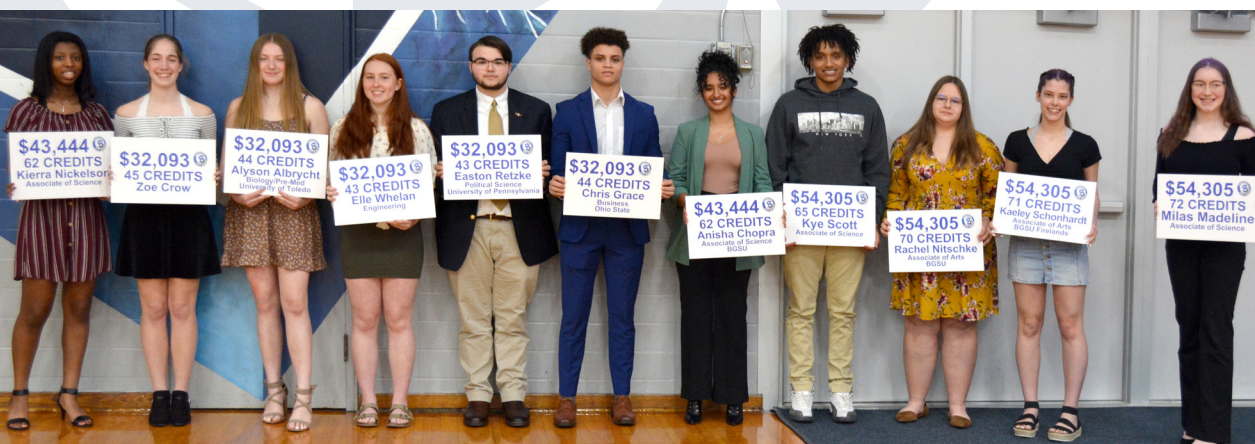
- Plan to achieve goal: Identify students that are the right fit for the CCP program. Identify why students want to enroll and present the pathways that the colleges we're affiliated with provide, and how they fit in with their future plans. Finding the right students to engage with the program will lead to more students completing their credits, rather than withdrawing or suffering incomplete grades.

Program Highlights:

1. **Six CCP students** at Sandusky High School have earned enough college credits to be awarded their associate, including five seniors and one junior student.
2. **Enrollment:** 98 students are currently enrolled in Blue Streak University.
3. **Credits:** Students in Blue Streak University attempted 536 credits in the fall semester of 2021 through BGSU Firelands and Lorain County Community College (LCCC). Of those credits attempted, 456 were attained. Our credit-completion rate is currently **85%**.
 - *We are waiting on the Spring semester grades to obtain the final results.
4. **Academic Progress:** For five consecutive years, Blue Streak University has had growth in the number of seniors completing CCP courses with a GPA between 3.51 and 4.0

BLUE STREAK UNIVERSITY 2021-2022

Credits Attempted	Black	Hispanic	Multiracial	White	Totals
Fall	132	12	65	327	536
Spring	110	17	49	319	495
Credits Earned	Black	Hispanic	Multiracial	White	Totals
Fall	103	12	55	286	456
Spring	TBD	TBD	TBD	TBD	TBD
Student Count	Black	Hispanic	Multiracial	White	Totals
Total # in School	374	45	165	384	968
CCP Numbers	24	4	12	58	98
% of CCP Students	24.49%	4.08%	12.24%	59.18%	100.00%
% of Race within the Program	6.42%	8.89%	7.27%	15.10%	10.12%
% of Student Body	38.64%	4.65%	17.05%	39.67%	100.00%



BLUE STREAK UNIVERSITY

Innovative Program Name: Sandusky Career Center (SCC)
Innovative Program Leader: Rebecca Romano



1-Year to 3-Year Goals Total Numbers:

1-to-3 Year Goals Completed: 2 (includes a 3-Year to 5-Year Goal)

1-to-3 Year Goals Started: 4

1-to-3 Year Goals Not Started: 0

1-Year to 3-Year Goals Completed

1. Re-brand Adult Education as a separate entity

- Moving Sandusky Career Center to an independent facility has given the program an opportunity to establish itself as a separate entity.

2. Hire Enrollment & Assessment Coordinator (3-5 year goal)

- Hired an Enrollment and Assessment Coordinator (Although this was a 3-5 year goal, the need was identified as more immediate due to the pandemic)

1-Year to 3-Year Goals 1-Year to 3-Year Goals Started:

1. Create a Barber Program

2. Redesign Medical Assisting and Phlebotomy to Patient Care Technician

- SCC has ordered two EKG machines to offer a multifaceted program that will allow students to earn multiple certifications

3. Recruiting and Retention

- The Enrollment and Assessment Coordinator provides support to students at risk of not completing their program and works with high schools in the county to recruit prospective students

4. Provide formative and summative assessment professional development

- SCC has begun to offer professional development with department-specific needs

1-Year to 3-Year Goals Not Started: N/A

Sandusky Career Center Mission:

To provide a diverse educational experience where all students will become respected, productive, and valued members of our community.

Sandusky Career Center Vision Statement:

We believe in providing adult learners high quality workforce certificate programs and customized educational experiences to prepare them for tomorrow's economic competitiveness.

Program Summary:

Moving Sandusky Career Center to an independent facility has increased flexibility and opportunities for growth. The Venice Heights Elementary building afforded us the perfect space to establish programs intended for adult learners. This required renovations and updates but we have been given the opportunity to reestablish our identity. Most of our programs have classes during daytime hours, which is beneficial for our students who have children, since they can all be in school during the same hours. As we grow, we will be able to offer evening programs to cater to other students who work day shifts.

SCC added the role of an Enrollment and Assessment Coordinator in December 2021 which will help us recruit and retain students. Although this was a 3-5 year goal, we found this was a more immediate need due to the pandemic. The role involves intervening with students at risk of not completing their program and supporting students with community resources so we can keep our retention rate at a high level. Additionally, the role involves working with high schools in the county to market our programs to prospective students.

The ASPIRE program remains in the top tier in the state of Ohio. Part of this classification is in response to the number of graduates who go on to post-secondary programs. The Enrollment and Assessment and ASPIRE coordinators are forming a partnership to follow up with students, who are attaining their GED certificates, for post-secondary plans. This aligns with our recruiting and retention goal.

Our LPN and LPN to RN program earned an exceptional ranking in the state of Ohio. This has led to increased interest in these programs and we have students enrolling, who live out of state or several hours away. These programs have been awarded grants that have improved the educational experience and training for students. The grants have given us the opportunity to purchase a high fidelity simulator with multi-use purposes for our simulation lab.

Program Summary (continued):

SCC has created a new institutional advisory committee which has led to community partnerships. One important partnership is with Ohio Means Jobs, which will assist us in connecting more students with financial resources and aid student retention. An additional partnership is with Firelands Forward which has led us to working collaboratively on a grant proposal that brings together businesses and education.

The Career Center has built a new lab for Advanced Cosmetology with the intent to use it as we create additional viable programs. The equipment has been ordered, so the next step is getting State and Counsel of Occupational Education approval for the programs.

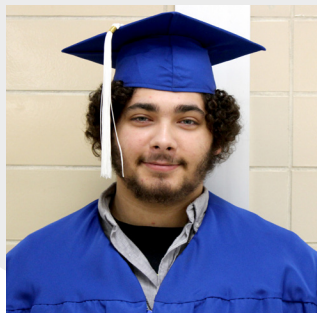
In order to redesign Medical Assisting and Phlebotomy, SCC is ordering two EKG machines so we can offer a multifaceted program that will allow students to earn multiple certifications: Medical Assisting, Phlebotomy, and EKG. The new schedule for the programs will allow students to choose one, two, or all three of the certifications. This will provide more flexibility to meet the needs of students. Additionally, we plan on collaborating with hospitals and other medical offices to offer training for these certifications. These certifications, along with STNA, have developed a seamless pathway for students to move forward to the LPN program, followed by the LPN to RN Diploma program, and on to a BSN, if they choose.

We have begun to offer professional development with department specific needs. The Career Center hired a successful retired superintendent as a consultant, who is offering guidance to the Director and office staff with specific tasks. Most currently, she worked with the administrative assistant on how to create a new student handbook and the steps of the process. Additionally, we have a financial aid consultant to guide our financial aid office with setting priorities and projects. She is using her leadership skills and knowledge to show how to streamline the operation of student financial aid.

Finally, the state of Ohio started two new grant programs: The Short Term Certificate Grant and The Second Chance Grant Program. These will help us target prospective students that might not otherwise earn a credential to enter the workforce. The Short Term Certificate Grant allows us to award students up to \$2,000 towards a program which is less than 900 clock hours. The Second Chance Grant is an opportunity for students who have taken college classes but did not earn a degree. Students can be awarded up to \$2,000 when they go back to school and complete one of our programs. Both of these grants will help us recruit prospective students.

Program Highlights:

1. Sandusky Career Center moved to an independent facility and has updated classrooms.
2. SCC created an Enrollment & Assessment Coordinator position to help with recruitment, retention, and marketing.
3. SCC built an up to date lab for Advanced Cosmetology which will be used if we begin a Barber Program.
4. SCC's LPN to RN program moved up to #4 in Ohio.
5. SCC added simulation to the Allied Health lab including a high fidelity simulator with multi-use purposes.
6. SCC was awarded the Second Chance Grant and Short Term Certificate Grant to aid students financially.



ENVISIONING 2030 UPDATE

Innovative Program Name: The Global Internship Experience
Innovative Program Leader: Brandy Bennett



1-Year to 3-Year Goals Total Numbers:

1-Year to 3-Year Goals Completed: 2
1-Year to 3-Year Goals Started: 2
1-Year to 3-Year Goals Not Started: 0

1-Year to 3-Year Goals Completed

1. Soft skills to be taught as a Career Technical course as a prerequisite for GIE junior year
 - Established a soft skills course as a pre-requisite for the program titled “Senior Life”
2. Creation of a strong GIE Advisory Board
 - Addition of internship partners to bi-annual advisory meetings

1-Year to 3-Year Goals Started

1. Increase Paid Internships 200%
 - GIE has increased paid partnerships by 125% (15 students)
2. Increase senior year-long internships 500%
 - GIE has increased by 425% (17 students)

1-Year to 3-Year Goals Not Started: N/A

Program Summary:

Although Covid has limited our students’ ability to travel, the Global Internship Experience has resiliently persevered the pandemic. As of January 31, 2022, we have 85 students participating in the program and 72 students placed. We have established a soft skills course as a pre-requisite for the program titled “Senior Life”. A career technical education funded course for all students, originally planned for junior year (and eventually to be taught to younger grades), this 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/intercultural fluency and career management.

One of our biggest undertakings with the Global Internship Experience has been 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. To accommodate this requirement, we have redefined our internship program into two distinct pathways.

Students 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 career preparatory internships that are aligned not only to the skills taught in “Senior Life” but also content standards specific to the career technical education program. This resulted in a need for new incredibly detailed, learning agreements, handbooks, marketing materials and time sheets (in which students not only track the time spent at the internship, but also the activities which occur at the internship for content standard alignment).

We have jumped ahead and began working on a 3 – 5 year goal of obtaining college credit for internships with partnerships with Bowling Green State University and Lorain County Community College. Beginning in 2022-2023, students placed in welding internships at Sandusky High School will receive college credit with Lorain County Community College.

A sampling of notable internships include: students participating in paid internships with Red Barn Engineering and receiving financial assistance for their college education; sports management internships with the Cleveland Cavaliers; summer internships with the FBI, students working alongside local obstetricians and watching live births, internships with the Lucas County Coroner's Office, internships at the Cleveland Zoo, and upcoming internships with Lieutenant Governor Husted and U.S. Representative Marcy Kaptur. During 2021-2022, we have a student who has interned over 1,000 hours with Lewco, Inc.!

In the words of recent graduates:

"The Global Internship Experience was the best way to spend my senior year, it taught me how to survive life after high school." -Cydney Aaron, Graduate, Class of 2020

"The Global Internship Experience was amazing! I had a really great mentor who taught me about friendship, hard work and determination." -Aaliyah Oba-Thomas, Graduate, Class of 2020

Program Highlights:

1. Creation of "Senior Life" a prerequisite course for the GIE.
2. The implementation of career exploratory versus career preparatory internships and resultant learning agreements, handbooks, and marketing materials.
3. Partnerships with BGSU and LCCC for college credit for internships. College credit begins in 2022-2023.
4. Significant increase (425%) in the number of year-long internships.
5. Implementation of graduation cords for internship participants and medals for students with 250 internship hours.
6. Addition of internship partners to bi-annual advisory meetings.



Innovative Program Name: Sandusky Digital Learning Center (SDLC)

Innovative Program Leader: Sherry Smith



SANDUSKY
DIGITAL LEARNING CENTER

1-Year to 3-Year Goals Total Numbers:

1-Year to 3-Year Goals Completed: 1 (plus two additional new goals)

1-Year to 3-Year Goals Started: 2

1-Year to 3-Year Goals Not Started: 1

1-Year to 3-Year Goals Completed

1. Create and implement a non-traditional Middle School program.
 - Successfully created a K-8 non-traditional online education program. This goal was expanded and extremely well received in response to the unprecedented needs of the district's students and families related to the COVID-19 pandemic.
2. Create, through grant funding, a resource to link at-risk students and families with district and community resources, assist in improving attendance, and establishing and maintaining internship opportunities for high school students. (This goal was added to the original set of goals, created to support students who require an alternative graduation pathway.)
 - Procured three grants totaling \$10,500 to implement "Project Succeed" designed to improve attendance, connect community resources to students and families, and host a "Senior Symposium" which will include a job fair for students and families.
3. Collaborate with all the schools within the district to design a protocol for student enrollment.
 - Implemented well-defined procedures with the district's grade-level buildings for transition to and from SDLC. (This goal was added to the original set of goals, created in response to the needs of the district's students and families related to the Covid-19 pandemic.)

1-Year to 3-Year Goals Started

1. Re-implement the STNA Program Credential Program as an integral component of the SDLC Program.
 - This program has been suspended due to the lack of qualified instructors. Therefore, once instructors are hired, SDLC has requested collaboration with the Career Tech Director to discuss the STNA Program as a viable 12 point Industry Credential (alternate graduation pathway) option for students who attend SDLC.
2. Implement several Credential Programs to improve the graduation rate, as an integral component of the SDLC Program.
 - Implemented "RISE Up", the National Retail Foundation's training and credentialing program that provides foundational employability skills, to improve the graduation rate.
 - Recently met with "Firelands Forward" (whose mission is to grow the region's economy by connecting a stable, skilled and supported labor force to meaningful and sustaining employment) to discuss a collaboration with SDLC to create an internship program which will assist students in finding employment to exhibit college and career readiness.

1-Year to 3-Year Goals Not Started:

- Collaborate with SHS to design a protocol for SDLC students to enroll in CTE Programs, CTE Tech Ed Program earned and academics through SDLC.

Program Summary

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. The program's core goals 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 "Firelands Forward"
- 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 20%

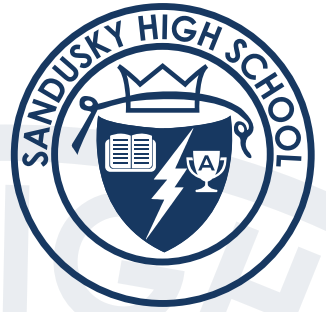
Program Highlights

1. Successful relocation of the SDLC Program.
2. Successful implementation of K-8 programs, including the addition of staff.
3. Wrote and implemented staff and student program guides.
4. Increased funding for the 22+ program from \$225,000 to \$324,720.
5. Successfully scheduled and administered 1600 OSTs.
6. Assisted SHS in raising the graduation rate to 94% by graduating .33% of the 2021 cohort.
7. Awarded \$10,500 through grants.
8. Added a snack pantry with the distribution of school food bags.
9. Ongoing recruitment of out of district students (10% increase).
10. Increased SDLC attendance rate by 20% by implementing "Project Succeed" with the Absence Intervention Team (AIT) process to create individual goals with intervention designed to improve attendance.
11. Led data summit to ensure staff could locate and understand data.
12. Created three opportunities within the school year designed to increase parent and family's engagement.
13. Met with "Firelands Forward" to create an SDLC Internship Program with the aim to improve college and career readiness.
14. 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.



ENVISIONING 2030 UPDATE

Innovative Program Name: Career Technical Education (SHS Programs for S.U.C.C.E.S.S.)
Innovative Program Leader: Brandy Bennett



1-Year to 3-Year Goals Total Numbers:

1-Year to 3-Year Goals Completed: 5

1-Year to 3-Year Goals Started: 2

1-Year to 3-Year Goals Not Started: 0

1-Year to 3-Year Goals Completed:

1. Examine current programs and determine relevance
 - Examined current programs in Career Technical Education at Sandusky High School to determine relevance and studied market demands of our region. Finding appear in Program Summary.
2. Rebrand to ensure school, community and industry partners are engaged in developing and supporting CTE
 - Rebranded and implemented major marketing overhaul of Career Technical Education into SHS Programs for S.U.C.C.E.S.S.
3. WebXam scores at 80%
4. Re-examine Advisory Committees
 - Advisory committees have expanded to include work-based learning partners in the community
5. Utilize Ohio's Quality Program Standards as our map for exemplary programs
 - Adopted Ohio's Quality Program Standards to drive our work, planning and goals

1-Year to 3-Year Goals Started:

1. Increase credentials to 25% across existing programs
2. Compare our current programs to those in other schools

1-Year to 3-Year Goals Not Started: N/A

Program Summary:

In order to become a model program of secondary career technical education, we have adopted Ohio's Quality Program Standards to drive our work, planning and goals. The standards include:

- Standard 1:** Instructional Facilities and Resources: The facility supports implementation of the career-technical program and provides students with opportunities for the development and application of technical knowledge and skills.
- Standard 2:** School and Community Relations: School, community, and industry partners are engaged in developing and supporting the career-technical education program.
- Standard 3:** Program Planning and Evaluation: A results-driven needs assessment and evaluation exists for continual program development and improvement.
- Standard 4:** Quality Educators that Contribute to the Profession: Career-Technical educators continuously develop as professionals and support the growth of the profession they serve.
- Standard 5:** Curriculum and Program Design: The career-technical education program includes foundational and specialized courses designed to prepare students for lifelong learning within a career pathway.
- Standard 6:** Instruction: Career-Technical Education programs promote high academic achievement, technical knowledge and skill development of all students.
- Standard 7:** Assessment: Career-Technical education programs use authentic and performance-based assessments to measure student learning and skill attainment of Ohio's Career Field Technical content standards.
- Standard 8:** Experiential Learning Experience Programs: All students participate in an experiential learning program that connects the technical knowledge and skills learned in both classroom and laboratory to the work place.
- Standard 9:** Leadership Development/CTSO: All students participate in intra-curricular Career Technical Student Organization (CTSO) that promotes cognitive knowledge and skill and leadership development.
- Standard 10:** Student Access: Career-technical education programs serve all students interested in preparing for a career in any of Ohio's 16 Career Fields and are reflective of the school's student population. Capacity should permit students to schedule first choices of career area.

Program Summary (continued):

When examining current programs in Career Technical Education at Sandusky High School and determining relevance, we studied market demands of our region and noted manufacturing was a top industry in Erie County (employing 18% of the population and growing). Therefore, we changed Advanced Manufacturing from a semester course to a two-year program complete with state-of-the-art Haas equipment including CNC mills and lathes (we received a \$50,000 Project Lead the Way Grant to continue to support this endeavor from 2022-2024). We also instituted a 12-point NIMS credential with this program.

Since much of the work of manufacturing is now automated, we also implemented a robotics program to manifest this interest in the Middle School (securing an additional \$15,000 Project Lead the Way Grant).

According to Team NEO (the Economic Development Agency of Cleveland) one of Northeast Ohio's top three in demand careers is IT. Therefore, we implemented a two-year Computer Programming program complete with a new computer laboratory (supported by a Mylander grant).

Knowing there was a great interest for dance amongst our students, we restructured the Dance Program so students may explore dance at the middle school and be fully immersed in a 3-year program beginning freshman year and partake in a full-year of dance internship senior year. Program enrollment increased from seven students in 2020-2021 to 25 students in 2021-2022.

Beyond a regional focus, if our country is going to maintain its economic competitiveness in the global marketplace, America needs to address the talent shortage and skill gaps of our current workforce. In partnership with Lorain County Community College, students in our Welding Program are provided an opportunity to get a jumpstart on the academic, technical, and employment skills needed to bridge into The International Brotherhood of Boilermakers Apprenticeship program by joining the Boilermaker Youth Apprenticeship Program established during the 2021-2022 school year.

Following the nationwide trend of Career Technical Education (CTE) now being referred to as College and Career Technical Education (CCTE), we have re-branded CTE at Sandusky High School into SHS Program's for S.U.C.C.E.S.S. This rebranding has included new marketing materials, commercials, promotional videos, campus wear, Facebook advertisements, school wall murals (supported by a grant from the Wightman Wieber Foundation), website updates, an honorary "Wall of Fame" for second year students, and in-school promotions such as assemblies and an SHS Programs for S.U.C.C.E.S.S. "week" at the high school. Advisory committees have expanded to include work-based learning partners in the community. New for 2021-2022, students will also engage in career signing days prior to graduation.

SHS Programs for S.U.C.C.E.S.S.:

The Evolution of Career Tech covers a broader range of careers, many of which are more clearly aligned with postsecondary paths that involve higher percentages of students pursuing postsecondary education.

Why Are We Unique: We Provide Both College and Career Options!!

S-Skills: Programs teach real-life skills including technical, academic and employability skills so students are prepared for their future upon graduation

U-Unification: Programs unify academic classes with hands-on learning to provide the ultimate learning experience, often referred to as project-based learning

C-College: Regardless of whether students are headed for college or the workforce, this type of education will help them prepare for the future. In fact, college-bound students can get job experiences to help them define their career plans, identify an appropriate course of study and help pay for tuition - ALL while taking college preparatory coursework

C-Credentials and Certifications: The first step in achieving career aspirations-credentials and certifications are evidence of work ethic, drive, and persistence that put students ahead of their peers on both college applications and resumes

E-Earnings: According to the Ohio Department of Education, eight years after their expected graduation date, students who focused on Programs for Success while in high school had higher median annual earnings than students who did not focus on these Programs

S-Significant: Programs for Success are significant or relevant to the job market, in sync with global economic forecasts and contribute to our economy. It is vital for graduates to obtain the preparation that will lead them to employment in those economic sectors with researched, valid, predicted growth [1]

SHS Programs for S.U.C.C.E.S.S. (continued):

S-Student Organizations: A prominent component of Programs for Success-student organizations, such as Skills USA and Business Professionals of America, play an important part in preparing young people to become productive citizens and to assume roles of leadership in their communities. These organizations provide a unique program of career and leadership development, motivation, and recognition for high school students [2]

[1] Psychology today, Jamillah Moore, March 4, 2015

[2] Skills USA Colorado

Program Highlights:

1. Addition of the Computer Program and Lab
2. Addition of the Middle School Robotics Program
3. Addition of the Advanced Manufacturing Program
4. Approval of a \$140,000 Welding Program Lab renovation
5. Rebranding and major marketing overhaul of Career Technical Education into SHS Programs for S.U.C.C.E.S.S.
6. Partnership with Lorain County Community College to offer the Boilermaker Youth Apprenticeship Program



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

Innovative Program Name: Regional Center for Arts & Academic Studies (RCAAS) Innovative Program Leader: Tara Toft

1-Year to 3-Year Goals Total Numbers:

1-Year to 3-Year Goals Completed: 2

1-Year to 3-Year Goals Started: 1

1-Year to 3-Year Goals Not Started: 0



1-Year to 3-Year Goals Completed:

1. Increase Gifted Services across the District. (Gifted Services refer to the courses that are designed to meet the needs of students who are identified as gifted in that particular content area. This effort is ongoing — will never be “completed”)
 - RCAAS — added gifted arts services
 - SMS — added gifted arts services through GLVPAA
 - SHS — added gifted arts services through GLVPAA
2. Increase Open Enrollment to Gifted Programs across the District. (This effort is ongoing — will never be “completed”)
 - SPS — 7% of 1-2 open enrollment
 - RCAAS — 47% of district 3-6 open enrollment
 - SMS — 24% of 7-8 open enrollment
 - SHS — 21% of 9-12 open enrollment

**While these two goals have technically been accomplished, we will continue to strive for additional growth.*

1-Year to 3-Year Goals Started:

1. Increase Gifted Identification across the district. (Gifted Identification means students who are evaluated and score at or above the state minimum to be formally identified as gifted in one or more area. This effort is ongoing — will never be “completed”)
 - Whole grade screeners administered (per state requirements):
 - CogAT — Grades 2 and 4 each fall for Superior Cognitive Ability and Creative Thinking Ability
 - NWEA-MAP — Grades 2-10 for Reading and Math three times each year
 - Follow up testing for students in the emerging range
 - Referrals accepted for all academic areas
 - New in 2020, referrals accepted for all arts areas

1-Year to 3-Year Goals Not Started: N/A

Program Summary:

Formerly known as the Regional Center for Advanced Academic Studies, the program was renamed to reflect the new gifted services offered in the arts for the 2020-2021 school year. The Regional Center for Arts and Academic Studies (RCAAS), in its new location on Adams Street, boasts an historic setting with a grand auditorium, large dance studio, and renovated space for student art displays.

RCAAS has implemented a Talent Development Framework by expanding the acceptance requirements to include the “emerging” level. RCAAS also added gifted services in the areas of visual art, theatre, and both instrumental and vocal music. We also added dance classes and have admitted students at the “emerging” level based on state rubric scores while we await a state approved behavior checklist tool to formally identify elementary aged students as gifted in this area. These research-based practices are aimed at an effort to offer gifted services to more students in typically underrepresented populations and grow the potential of all students. This effort represents a goal to increase the identification and service of underrepresented populations, which we will seek to expand upon in the second phase of our plan.

In October 2020, Dr. Sanders helped us to dedicate the MZ Student Art Gallery to retired teacher Michele Ziemke. Mrs. Ziemke was a veteran art teacher in Sandusky City Schools who first advocated for the addition of gifted arts at RCAAS. While it took us a few years to get those services in place at the elementary level, it was her vision that brought us the Great Lakes Visual and Performing Arts Academy at the high school and the Junior Arts Academy at the elementary level. The addition of gifted arts services at RCAAS is expected to serve as a feeder program to the Great Lakes Visual and Performing Arts Academy for years to come.

For the last several years, the scope of district gifted identification and services as well as the academic achievement and growth of our gifted students has been measured at the state level by the three-pronged Gifted Indicator. The Gifted Indicator consists of Gifted Value-Added, Gifted Performance Index, and Gifted Input Points. During the pandemic, value added scores were not calculated for Ohio school buildings and districts due to the cancelation of the Spring 2020 Ohio State Tests. It is important to recognize, however, that the last time Sandusky’s gifted students were provided with a Value-Added Index in 2019, they demonstrated remarkable growth by earning an index score of 1.68. This ranked our district 189th out of 568 districts in Ohio for this growth measure.

THE REGIONAL CENTER FOR ARTS & ACADEMIC STUDIES

Program Summary:

Performance Index and Gifted Input Points were still tabulated for the 2020-2021 school year. Based on those measures, Sandusky City Schools Performance Index dropped from 111.667 in 2018-19 to 104.375 in 2020-21. This was a trend across the state, and is likely due to the interruption of instruction during shutdowns, virtual learning, and an increase in the number of untested students during the last two years due to the global pandemic. That said, our 2021 District Performance Index for all students was only 58.4, which indicates that our gifted students are still pulling the district along in this achievement measure. The district's Gifted Input Points also dropped from 81 points, which met that aspect of the indicator, to 76 points. This drop was due to lower screener scores on approved measures such as MAP and CogAT testing, yielding fewer students newly identified as gifted. The district also experienced an increase in the number of students opting for digital learning settings due to the global pandemic, which did not meet the criteria for gifted services, thus lowering the percentage of identified students formally served in their gifted areas.

In an effort to return our gifted achievement and growth data to a positive trend, general education teachers who provide gifted services to students in cluster grouped classrooms routinely participate in High Quality Gifted Professional Development hours. Our teachers strive to use what they learn in those professional learning opportunities to raise the rigor of instruction for our high potential learners.

In 2021-22, 28% of open enrolled students have come from other districts specifically for gifted programs. This is an increase over last year's gifted open enrollment percent of 21%.

This year's data includes 7% of open-enrolled students at Sandusky Primary School coming to Sandusky as early as 2nd grade to begin preparation for attending RCAAS in 3rd grade.

At RCAAS, a whopping 47% of all open enrolled students from grades 3-6 come to Sandusky specifically to attend the Regional Center. These open-enrolled students also represent 21% of the total enrollment at RCAAS.

We have also retained gifted open enrolled students as they move into the middle and high schools. This year, 26% of the open enrolled students at Sandusky Middle School are in Sandusky for gifted programs. Similarly, 21% of all Sandusky High School open enrollment students are in gifted programs.

Program Highlights:

1. Fall 2021: RCAAS was awarded multiple grants.
 - Two-year renewal grant for the Dorn Fellowship Series (\$50,000/year)
 - Two Project Lead the Way grants
 - Launch Program at \$10,000 for 2021-2022
 - Gateway Program at \$15,000/year, 2021-2022 and 2022-2023
2. October 2020: dedicated the MZ Student Art Gallery and opened with our first art show, "For the Love of Art".
3. Fall 2020: RCAAS implemented a Talent Development Framework and developed curriculum with a focus on Arts Integration.
4. Fall 2020: RCAAS added gifted services in the areas of visual art, theatre, and both instrumental and vocal music. We also added dance classes.
5. Fall 2020: RCAAS updated our name to reflect those new gifted services in the arts for the 2020-2021 school year. We are now The Regional Center for Arts and Academic Studies.
6. Summer 2020: Moved to 125 E. Adams Street, where there is a large auditorium, an art gallery space, and a large dance studio, plus room to grow.
7. October 2019: Mrs. Toft was named the 2019 Gifted Coordinator of the Year by the Ohio Association for Gifted Children.



ENVISIONING 2030 UPDATE

Innovative Program Name: Food Service
Innovative Program Leader: Bradley Kraft

1-Year to 3-Year Goals Total Numbers:

1-Year to 3-Year Goals Completed: 1

1-Year to 3-Year Goals Started: 1 (plus two additional goals)

1-Year to 3-Year Goals Not Started: 1 (plus one additional goal)



1-Year to 3-Year Goals Completed:

1. Create a Café Dining Experience in the Sandusky Intermediate School

- Students have multiple choices for breakfast and lunch, which has resulted in an 109% increase in student participation in the National School Lunch Program

1-Year to 3-Year Goals Started:

1. Semi-scratch Cooking (This goal was added to the original set of goals.)

- More foods are made from scratch, utilizing fewer processed ingredients and increasing nutritional value for students and staff.

2. Breakfast in the classroom rollout

- Implementation of breakfast in the classroom has helped increase the National School Breakfast Program by 100% in the 3-6 Intermediate School Building over the last 2 years.

3. Culinary Enrichment Pilot Program (This goal was added to the original set of goals.)

- Culinary Pilot Enrichment classes are designed to educate students in math, reading and science as they relate to cooking/baking and can be utilized as a recruitment tool.

1-Year to 3-Year Goals Not Started:

1. Consider an assistant in the food service program

2. Expansion of the Summer Food Program (This goal was added to the original set of goals.)

Program Summary:

The Food Service program has fulfilled the goal of providing a Café Dining Experience for the Sandusky Intermediate School (SIS), in which students have multiple choices for breakfast and lunch. Providing these options has increased student participation in the National School Lunch Program at SIS by 109 % more than the previous year.

Licensure at all SCS buildings serving meals was upgraded to a Level IV Food Service License, allowing Food Service staff to prepare raw foods. The team has demonstrated remarkable flexibility, resiliency and creativity throughout the ongoing supply chain disruption.

The Food Service Director continues to engage students by hosting events such as Dr. Suess' Green Eggs & Ham and introducing a variety of fresh fruits and vegetables. Students also have opportunities to learn about science and math by participating in culinary experiments during summer camps.

The Food Service Department is collaborating with Children's Hunger Alliance on grants for a SCS Food Truck, and funding for Culinary Pilot Enrichment Classes for elementary students, designed to educate students in math, reading and science as they relate to cooking/baking and will aid recruitment opportunities for students outside of the district.

The third season of the Midtown Supper Club, hosted by Sandusky Recreation Department, is currently underway. The culinary program is open to area students between the ages of 8 and 12 years old. Young chefs learn basic cooking, baking, knife skills, safety and sanitation. The Food Service Director will be working with students on how to make bread by scratch during this year's New Orleans-themed program.

The Food Service Director recently coordinated an event in which members of the Sandusky Fire Department, Sandusky Police Department and the Erie County Sheriff's Department joined students at the Sandusky Primary School for lunch. Students were able to meet first responders and were treated to tacos served in plastic fireman hats.

Sandusky City Schools continues to support our local economy through collaboration with Sirna and Sons and Toft Dairy to provide fresh fruits, vegetables and dairy from local farmers.

Program Highlights:

1. Breakfast in the classroom and café Dining Experience at Sandusky Intermediate School
2. Semi/Scratch Cooking — More meals utilized through scratch cooking to maximize nutrition.
3. Supporting Local Economy — Offering locally produced fruits, vegetables and dairy products.
4. Introducing preschool and kindergarten to a variety of fresh fruits and vegetables by interacting and sampling with the students.
5. Upgrading all food service licenses to level IV
6. Summer food program — Ongoing expansion of the summer food programs.
7. Midtown Supper Club undergoing March 2022



FOOD SERVICE

ENVISIONING 2030 UPDATE

Innovative Program Name: Great Lakes Visual & Performing Arts Academy

Innovative Program Leader: Rosalyn Shepherd



1-Year to 3-Year Goals Total Numbers:

1-Year to 3-Year Goals Completed: 1 (a portion of this goal was shifted to a 3-year to 5-year goal)

1-Year to 3-Year Goals Started: 2

1-Year to 3-Year Goals Not Started: 0

1-Year to 3-Year Goals Completed:

1. Create a school day 3rd-6th grade visual & performing Arts program utilizing Arts Integration in core curricular academics

- Dorn Foundation Funding was used to hire a RCAAS Integration Specialist to train teachers and foster a continuous Arts Integration learning environment for staff and students

1-Year to 3-Year Goals Started:

1. Partnership Development: Creating and maintaining a network of support

2. 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

1-Year to 3-Year Goals Not Started: N/A

Program Summary:

It is important that we continue to support our Arts programming and ensure that students are being evaluated as early as 3rd grade as gifted or emerging at the RCAAS in Dance, Theatre, Music and Visual Art.

Ninety-six percent of RCAAS students are taking extra Arts classes by choice, on top of the required art and music specials, exposing them to a well-rounded education filled with opportunity to explore creative avenues in the Arts.

In January, 2022 the Jr. Arts After-School Program got a reboot! Housed at Sandusky Intermediate School, the program, formerly under the umbrella of the Oberlin Center for the Arts opened under the district's Fine Arts programming. This program gives opportunities for SCS students who may not otherwise get exposure to all the Arts. The free Arts program is a success, with 95 3rd-6th grade students choosing one-hour sessions in Guitar, Music, Visual Art, Theatre, and Dance. (Students may take up to three disciplines). Forty-five percent of these students attend the RCAAS, demonstrating that even though they have access to these programs during the day, they are eager for additional immersion in the Arts.

These opportunities allow for students to obtain mastery in the Arts as high school students in the future.

Utilizing Art Integration at the RCAAS:

As a part of our responsibility to help educate teachers on the many benefits of Art Integration, Dorn Foundation Funding was used to hire a RCAAS Integration Specialist. Her duties include:

- Train teachers: Helping to grow the number of classrooms that utilize Arts Integration
- Foster a continuous Arts Integration learning environment for staff and students 3rd-6th grades.

Over the last year the Integration Specialist has held strategy meetings with RCAAS teachers, helping them build their confidence and become comfortable with the concept of Arts Integration. She continues to provide access to teacher resources that help build a collection of lessons that can be taught through Art Integration. This year's focus during the RCAAS staff Professional Development day was collaboration between core and Arts curriculum teachers. Art Integration is a great way to build relationships amongst staff that help benefit student learning and critical thinking in all areas of their education.

As the goals and objectives outlined in the original Envisioning 2030 summary evolve and change, the first goal in the 1-Year to 3-Year timeframe was modified. The second part of the goal: "Initiate Arts Integration with K-2nd grade students" has shifted to a 3-Year to 5-Year goal, due to the current structure of the Junior Arts Academy serving grades 3-6 and the logistics and funding necessary to implement the same or similar opportunity for our youngest Blue Streaks. Students are, however, invited to attend the Summer Elementary Arts Week between their 2nd and 3rd grade years.

Program Summary (continued):

The Visual and Performing Arts programs are continuing to gain the attention of the community and the families in and outside the district. Access to the district's fine Arts programming is unmatched in Erie County with the number of courses and offerings outnumbering any districts in the vicinity. Community attendance of Arts programming is second only to Boys Football or Basketball. Keeping students busy in the community not only gives them a sense of pride in what they do, but it makes them aware of the support they have in the place they live.

Students are being asked on a regular basis to either perform, or create artwork for businesses, agencies and non-profit organizations in the Sandusky Area. With COVID restrictions they have had to turn down several invitations but community members are still asking. The Choral department was able to start visiting several community nursing homes, churches, organizations as well as take part in some City of Sandusky events during the Christmas season. And with the intensive training of the students in the GLVPAA ensemble programs, students have another avenue to showcase their talents to their peers and the community. The Band program had a busy season of performances, taking part in community parades and events. The SHS dance students put the SCS Dance program on display in Cleveland when they were invited to perform at the Cleveland Dance Festival this fall.

Businesses also value the talents of our students. Thanks to paint donations by the Sandusky Paint Company, SHS Graphic Design students have been able to create two large murals at SHS in the Dance and Choir rooms and three murals at the RCAAS. In addition, the local Lowe's store generously donated volunteers and materials to turn a classroom into the Michele Ziemke Student Art Gallery at the RCAAS.

The Arts help our students to be their best selves academically, socio-emotionally and creatively.

According to the Ohio Department of Education, "Education in the Fine Arts is essential in developing the whole child". And as SCS Fine Arts teachers use the ODE standards for our curriculum model, the following domains are addressed:

- **FOUNDATIONAL KNOWLEDGE & SKILLS:** Instruction in the Arts enhances the learning of literacy, numeracy and technology
- **WELL-ROUNDED CONTENT:** Instruction in the Arts expands students' understanding of the world around them
- **LEADERSHIP & REASONING:** Instruction in the Arts fosters design thinking, creativity and problem solving
- **SOCIAL-EMOTIONAL LEARNING:** Instruction in the Arts develops self-awareness, social awareness and relationship skills

These all help develop the creative imagination, skills and dispositions that students need in order to be challenged to discover and learn, ultimately preparing students to pursue a fulfilling post-high school career that they love and enjoy, empowering them to become resilient lifelong learners that contribute to society. The GLVPAA, RCAAS, Jr. Arts Academy, MZ Student Art Gallery, Summer Arts Programming and comprehensive classroom experiences with the SCS Fine Arts faculty are catalysts that give SCS students unique experiences which foster deep learning in every level of their education. And we know students want these experiences.

- As a vital part of SCS Transformation Plan and Innovative Programming, The Visual and Performing Arts lead the way in student course requests and participation at the Middle School and High School level, for example: In 2020, 396 out of the 740 students at SHS were enrolled in a 2D or 3D Visual Art Classes, with many more requesting art classes but could not fit it into their schedules.
- The number of middle school students showing interest in the Arts this year make the outlook for high school programs quite promising in the coming years. In a sample poll, of 275 - 6th, 7th, and 8th grade students in the district, 94% said they were interested in taking classes in The Visual and Performing Arts during the 2022-23 school year, and 52% indicated that they were interested in taking part in summer Arts programming.

Seventy-one percent of the 8th graders stated they were serious about an Arts discipline and were interested in joining the GLVPAA. Students in this age group and their parents are looking for positive creative enrichment opportunities. With the help of internships, mentoring sessions, music lessons, artist visits, college tours, workshops and masterclasses over the past two years, SCS Arts students are excelling in their craft, proving that investing in the Arts is working for the students in our district.

GLVPAA



Program Highlights:

1. Successfully opened and currently operating a student art gallery (the Michele Ziemke “MZ” Student Art Gallery) located at the RCAAS, managed by GLVPAA high school visual art students. The students are gaining experience in every aspect of running the gallery, taking on the following tasks in preparation for 4 art shows throughout the school year:
 - Creating themed shows
 - Designing the graphics for marketing and advertising the art shows
 - Curating & displaying artwork
 - Selecting & contacting professional artists to display work alongside SCS students
 - Writing correspondence for the gallery, greeting guest of the gallery
 - Working directly with RCAAS elementary students after-school in an educational setting to create artwork for display in the gallery
2. Successfully secured two grants worth over \$25,000 from the Martha Holden Jennings Foundation as well as \$2,000 from SCS’s Sandsational Grant. These grants help to fund the New STEAM Makerspace and the MZ Student Art Gallery located at the RCAAS. These grants were vital to bringing ten professional and teaching artists thus far, in to work with our students, exposing them to careers in the Arts, various art techniques and media, as well as helping them to see how much art affects the world they live in.
3. The Jr. Arts Academy has been reignited. This 3 day a week after-school Arts program exposes 3rd -6th grade students to Arts programming that many of them do not have access to otherwise.
4. The Regional Center for Arts and Academic Studies is in its 2nd successful year of including all five disciplines of the Visual and Performing Arts as part of its gifted and emerging curriculum. Students continue to be identified through the Ohio Department of Education’s Gifted & Emerging evaluation process, and make the choice to come to the RCAAS for an enriching quality education infused with the Arts. This program that is unique to Erie County draws families that want their children to grow in their academics and talents giving them what they need during the school day to be well-rounded students.
5. Growth of the Dance and Theatre Departments. The Sandusky Dance Team continues to build their program. The group of SHS dancers were selected to perform at the Cleveland Dance Festival in November, 2021 based on their performance video submission. It was a highly selective process and they proved they had the ability to showcase their talents on such a grand scale. The district’s Dance and Theatre programs put on an impressive performance in November, 2021 called “Deck the Stage” demonstrating how collaborations across departments and grade levels can have a positive effect on the students and give the community yet another reason to appreciate the Arts. This show allowed Performing Arts students from elementary, middle school and high school to showcase their talents as actors and dancers shining a positive light on the district’s Arts programs.
6. The expansion of the Arts through the GLVPAA has given students a platform to master their talents and share them with the community. And GLVPAA classes and programming gives students with a serious interest in the Arts a focused period of time during the school day to grow as artists in their field. They learn to work together, respect each other and their gifts, to support one another and become a family with like interests. And in times like these, we need more of this not only in our schools but in society as a whole.
7. The following art students had their artwork accepted into the Regional Scholastics Art and Writing competition through adjudication. They were awarded as follows.
 - Kade Roth received an honorable mention, 2 silver keys and a gold key award.
 - Bre’anna Brooks received a gold key award.
 - Blane Hoelzer received a silver key award and 3 honorable mentions.
 - Myles Wimer received a silver key and 3 honorable mentions.
 - Anisha Chopra received a silver key and 3 honorable mentions.
 - Kade and Bre’anna’s gold key artworks will now be judged in New York for national honors.
8. Students in the Choir program have excelled and been invited to perform in several Honors Choirs over the last two years. Darieon Brown and Maddie Milas and Mariae Broome were all accepted into the state honors choir with Mariae being also accepted into the National Honors Choir in Florida. Most recently, she accepted a scholarship to attend Interlochen Summer Arts retreat, an Arts education program, designed to hone the skills of performing artists.

GLVPAA