Sandusky City Schools
5 Year
Transformation Plan

Academic Pillar

Overarching Vision: To provide a world class education to ensure life-long productive learners.

Academic Pillar
PreSchool Experience

Vision Statement: We believe students should begin their educational experience in a nurturing environment ensuring life-long learning.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Step Up To Quality- Mills	• Step Up To Quality	• Step Up To Quality	• Step Up To Quality	• Step Up To Quality
	• Move to one location		• Universal PreSchool for all	• Evaluate universal PreSchool
• Continue to develop assessments	• Continue to develop assessments	• Continue to develop assessments	• Continue to develop assessments	• Evaluate Current Assessments and Needs
• Kindergarten Camp	• Kindergarten Camp	• Kindergarten Camp	• Kindergarten Camp	• Evaluate Kindergarten camp and address future needs
	• Study transportation for all students	• Implement result transportation for all students	• Evaluate transportation for all students	• Evaluate transportation across years and collaborate with districts in region to consider consortium or contract for services
• Utilize "Creative Curriculum"	• Enhance Academic Curriculum	• Enhance Academic Curriculum	• Evaluate Academic Curriculum	• Evaluate Academic Curriculum

PreSchool Experience

Vision Statement: We believe students should begin their educational experience in a nurturing environment ensuring life-long learning.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		▪ Regional tuition-based PreSchool	▪ Regional tuition-based PreSchool	▪ Evaluate Regional tuition-based PreSchool
• Outreach to parents through home visits, classes and parent-child activities	• Outreach to parents through home visits, classes and parent-child activities	• Outreach to parents through home visits, classes and parent-child activities	• Outreach to parents through home visits, classes and parent-child activities	• Evaluate outreach to parents through home visits, classes and parent-child activities
• Extended Day PreSchool	• Extended Day PreSchool	• Extended Day PreSchool	• Extended Day PreSchool	• Evaluate extended day PreSchool and collaborate with districts in region
	• Implement kindergarten elementary buildings	• Implement kindergarten elementary buildings	• Implement kindergarten elementary buildings	• Evaluate kindergarten in elementary buildings and look at needs
• Portfolio Assessment (online) with developmental assessment component- 2 year process leave in,	• Portfolio Assessment (online) with developmental assessment component	• Portfolio Assessment (online) with developmental assessment component	• Portfolio Assessment (online) with developmental assessment component	• Evaluate portfolio assessment and integrate with K-12 initiatives, especially graduation

PreSchool Experience

Vision Statement: We believe students should begin their educational experience in a nurturing environment ensuring life-long learning.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
   • Observe what Kindergarten interaction classrooms look like • Kindergarten Open House in spring	• Outside agency satellites • Interaction Kindergarten classrooms • Kindergarten Open House in spring	• Outside agency satellites • Interaction Kindergarten classrooms • Kindergarten Open House in spring	• Outside agency satellites • Interaction Kindergarten classrooms • Kindergarten Open House in spring	• Evaluate Outside agency satellites • Evaluate Interaction Kindergarten classrooms • Evaluate Kindergarten open houses in spring

Elementary Experience

Vision Statement: We believe in providing all students with a safe, caring educational environment that focuses on high academic achievement through critical and creative thinking.

Student Centered Design focuses on each individual student's strengths and areas for growth. Instructional delivery incorporating Problem/Project Learning, STEM, intervention programs such as Fundations, Wilson Reading, Read Naturally, Number Worlds, MobyMax as well as best practices such as Marzano's, Bloom's and authentic formative instructional practices (FIP) yield high academic results for our students.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Student-centered Instruction • FIP strategies (formative instructional practices)	• Student-centered Instruction • FIP strategies (formative instructional practices)	• Student-centered Instruction • FIP strategies (formative instructional practices)	• Student-centered Instruction • FIP strategies (formative instructional practices)	• Student-centered Instruction • FIP strategies (formative instructional practices)
• Research looping	• Implement recommendations from looping research/ departmentalization		• Earn Blue Ribbon School Status • Earn Schools of Promise Status	• Increase quality of integration to technology/devices within instruction
• Evaluate service delivery for Third Grade Reading Guarantee • Increase integration to technology/devices within instruction	• Increase integration to technology/devices within instruction	• Increase integration to technology/devices within instruction	• Increase integration to technology/devices within instruction	

Elementary Experience

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2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Enhance instructional experiences outside of the traditional classroom and day	• Incorporate instructional experiences outside of the traditional classroom and day	• Incorporate instructional experiences outside of the traditional classroom and day	• Incorporate instructional experiences outside of the traditional classroom and day	• Evaluate instructional experiences outside of the traditional classroom and day
• Follow textbook adoption cycle, including professional development to support purchases and resource adoption- Add chart	• Follow textbook adoption cycle, including professional development to support purchases and resource adoption	• Follow textbook adoption cycle, including professional development to support purchases and resource adoption	• Follow textbook adoption cycle, including professional development to support purchases and resource adoption	• Follow textbook adoption cycle, including professional development to support purchases and resource adoption
• Continue with iEvolve and CORES grades 3-5	• Sustain iEvolve grades 3-5	• Sustain iEvolve grades 3-5	• Sustain all iEvolve grades 3-6	• Sustain all iEvolve grades 3-6
• Begin iEvolve with grade 6	• Continue with iEvolve grade 6	• Continue with iEvolve grade 6		
• Plan and implement district level activities by grade- keep but work				

Elementary Experience

Vision Statement: We believe in providing all students with a safe, caring educational environment that focuses on high academic achievement through critical and creative thinking.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Implement recommendations for library/media centers	• Implement recommendation for library/media centers	• Grow role library/media centers	• Grow role library/media centers	• Grow role library/media centers
• Implement recommendations ENCORE (music, art, physical education, strings, library, foreign language) classes	• Refine ENCORE (music, art, physical education, strings, library, foreign language) classes	• Restructure ENCORE (music, art, physical education, strings, library, foreign language) classes	• Restructure ENCORE (music, art, physical education, strings, library, foreign language) classes	• Evaluate ENCORE (music, art, physical education, strings, library, foreign language) classes
• Continue with 6th grade transition plan with Middle School	• Continue with 6th grade transition plan with Middle School	• Evaluate 6th grade transition plan with Middle School	• Implement 6th grade transition plan with Middle School	• Continue to implement 6th grade transition plan with Middle School
• Begin computer skills class in K-1	• Continue computer skills class in K-1	• Continue computer skills class in K-1	• Continue computer skills class in K-1	• Implement changes to computer skills class in K-1
• Improve summer offerings and experiences to increase student participation	• Improve summer offerings and experiences to increase student participation	• Improve summer offerings and experiences to increase student participation	• Evaluate summer offerings and experiences to increase student participation	• Implement summer offerings and experiences to increase student participation

Elementary Experience

Vision Statement: We believe in providing all students with a safe, caring educational environment that focuses on high academic achievement through critical and creative thinking.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Pursue innovative grant opportunities that align with academic priorities	• Pursue innovative grant opportunities that align with academic priorities	• Pursue innovative grant opportunities that align with academic priorities	• Pursue innovative grant opportunities that align with academic priorities	• Pursue innovative grant opportunities that align with academic priorities
• Implement assessment program (data reporting, analysis, instructional changes)- work on it, and implement "data map" on August 7th PD on data map	• Implement assessment program (data reporting, analysis, instructional changes)	• Refine assessment program (data reporting, analysis, instructional changes)	• Refine assessment program (data reporting, analysis, instructional changes)	• Refine assessment program (data reporting, analysis, instructional changes)
• Continue to develop and maintain assessment handbook	• Continue to develop and maintain assessment handbook	• Evaluate assessment handbook	• Refine assessment handbook	• Refine assessment handbook
• Begin steam instructional design • Continue to strengthen problem based learning • Refine and/or expand alternative placement/services	• Introduce STEAM design • Evaluate foreign language for 4-6 • Refine and/or expand alternative placement/services	• Full implementation of STEAM design • Evaluate foreign language for 1-3 • Refine and/or expand alternative placement/services	• Full implementation of STEAM design • Evaluate foreign language for 1-6 • Refine and/or expand alternative placement/services	• Evaluate implementation of STEAM design

Academic Pillar
Middle School Experience

Vision Statement: We believe in fostering high student achievement through innovative and genuine middles school experiences.

Student Centered Design focuses on each individual student's strengths and areas for growth. Instructional delivery incorporating Problem/Project Learning, STEM, intervention programs such as Wilson Reading, Study Island, and MobyMax as well as best practices such as Marzano's, Bloom's and authentic formative instructional practices (FIP) yield high academic results for our students.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Student-led instruction that includes interdisciplinary Project-Based delivery • 5th (formative… beginging of elementary across)	• Student-led instruction that includes Problem/Project-Based delivery	• Student-led instruction that includes Problem/Project-Based delivery	• Student-led instruction that includes Problem/Problem-Based delivery	• Student-led instruction that includes Problem/Problem-Based delivery
• Team wide presentations with team Project-based Learning	• School wide Presentations with Problem/Project-based Learning	• School wide Presentations with Problem/Project-based Learning	• School wide Presentations with Problem/Project-based Learning	• School wide Presentations with Problem/Project-based Learning
• Begin iEvolve with grades 7-8	• iEvolve with grades 7-8	• iEvolve with grades 7-8	• Sustain iEvolve with grades 7-8	• Sustain iEvolve with grades 7-8
• Begin STEAM instructional design • Pilot and evaluate semester long single gender PE and Health classes based on recommendation	• Introduce STEAM design • Pilot and evaluate single gender classes	• Full implementation of STEAM design • Potentially expand single gender classes	• Full implementation of STEAM design • Potentially evaluate single gender classes	• Full implementation of STEAM design • Potentially evaluate single gender classes

Middle School Experience

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2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Implement school wide model Title I Services	• Sustain school wide model Title I Services	• Sustain School wide model Title I Services	• Sustain school wide model Title I Services	• Evaluate school wide model Title I Services
• Increase foreign language options	• Evaluate foreign language options	• Implement foreign language options	• Continue foreign language options	• Continue foreign language options
• Maintain/Evaluate foreign language options and the philosophy of the offerings	• Evaluate foreign language for 4-6			
• Modify the SLC to include more specific intervention time	• Evaluate how modified SLC went	• Strengthen SLC	• Sustain SLC implementations	• Sustain SLC implementations
• Expand field trip options to include overnight experience	• Sustain field trips through curriculum connections	• Sustain field trips through curriculum connections	• Sustain field trips through curriculum connections	• Sustain field trips through curriculum connections
• Maintain and evaluate philosophy of tech prep opportunities to Middle School through career exploration in 8th grade	• Expand tech prep opportunities Middle School through career exploration (expand health career, business and cos)	• Expand tech prep opportunities Middle School through career exploration (expand health career, business and cos)	• Expand tech prep opportunities Middle School through career exploration (expand health career, business and cos)	• Expand tech prep opportunities Middle School through career exploration (expand health career, business and cos)

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2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Implement findings on scheduling options (8 period day)				
• Increase options for Middle School students to earn high school credit	• Increase options for Middle School students to earn high school credit	• Increase options for Middle School students to earn high school credit	• Increase options for Middle School students to earn high school credit	• Increase options for Middle School students to earn high school credit
• Increase course offerings 8th Grade - Blending learning	• Increase course offerings 7th Grade – Blending learning	• Increase course offerings 8th Grade – Blended/online learning	• Increase course offerings 8th Grade – Blended/online learning	• Increase course offerings 8th Grade – Blended/online learning
• Pre-Advanced Placement exploration	• Implement findings of Pre-Advanced Placement research			
• Continue with teaming, including being proactive in academic and behavior interventions and student activities	• Continue with teaming, including being proactive in academic and behavior interventions and student activities	• Continue with teaming, including being proactive in academic and behavior interventions and student activities	• Continue with teaming, including being proactive in academic and behavior interventions and student activities	• Continue with teaming, including being proactive in academic and behavior interventions and student activities

Middle School Experience

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2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Increase quality of technology and integration into instruction • Refine alternative placement/services • Monitor services for students with disabilities • Improve summer offerings and experiences to increase student participation/include middle school and summer safari • Investigate adding a learning management system • Pilot intro to performing arts • Explore opportunities for the fine and performing arts options	• Increase quality of technology and integration into instruction • Refine alternative placement/services • Monitor services for students with disabilities • Improve summer offerings and experiences to increase student participation	• Increase quality of technology and integration into instruction • Refine alternative placement/services • Evaluate services for students with disabilities • Improve summer offerings and experiences to increase student participation	• Increase quality of technology and integration into instruction • Refine alternative placement/services • Refine services for students with disabilities • Improve summer offerings and experiences to increase student participation	• Increase quality of technology and integration into instruction • Refine alternative placement/services • Refine services for students with disabilities • Improve summer offerings and experiences to increase student participation

High School Experience

Vision Statement: We believe in preparing students for college, career, military readiness, and to compete in a global society.

Student Centered Design focuses on each individual student's strengths and areas for growth. Instructional delivery incorporating Problem/Project Learning, STEM, intervention programs such as Wilson Reading, ,as well as best practices such as Marzano's, Bloom's and authentic formative instructional practices (FIP) yield high academic results for our students.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Student-centered instruction and 5th that includes Interdisciplinary Instruction and Project Based-Learning • Research avid program	• Student-centered instruction that includes Interdisciplinary Instruction and Project Based-Learning	• Student-centered instruction that includes Interdisciplinary Instruction and Project Based-Learning	• Student-centered instruction that includes Interdisciplinary Instruction and Project Based-Learning	• Student-centered instruction that includes Interdisciplinary Instruction and Project Based-Learning
• Pilot/begin first year of local and/or national global experience for current seniors	• Begin first year of international global experience	• Begin second year of international global experience implementation based on first year	• Begin third year of international global experience implementation based on previous years' experience	• Continue international global experience implementation based on previous years' experience
• Implement and evaluate Global Perspectives Course	• Evaluate Global Perspectives Course	• Refine Global Perspectives Course	• Refine Global Perspectives Course	• Refine Global Perspectives Course
• Research the college entrance exam prep class via Grad Point	• Expand college entrance exam prep class via Grad Point	• Expand college entrance exam prep class via Grad Point	• Sustain college entrance exam prep class via Grad Point	• Sustain college entrance exam prep class via Grad Point

High School Experience

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2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Implement and evaluate new schedule based on evaluation (8 period day) • Implement phase 1 of Room 120 fabrication, manufacturing and robotics technology lab plan	• Expand tours of Institutions of Higher Education • Implement phase 2 of Room 120 fabrication, manufacturing and robotics technology lab plan	• Expand tours of Institutions of Higher Education • Implement phase 3 of Room 120 fabrication, manufacturing and robotics technology lab plan	• Expand tours of Institutions of Higher Education • Implement phase 4 of Room 120 fabrication, manufacturing and robotics technology lab plan	• Expand tours of Institutions of Higher Education • Implement the final phase of Room 120 fabrication, manufacturing and robotics technology lab plan
• Build internships, apprenticeships, and student leadership opportunities	• Expand internships, externships, apprenticeships, and student leadership opportunities	• Expand internships, externships, apprenticeships, and student leadership opportunities	• Expand internships, externships, apprenticeships, and student leadership opportunities	• Expand internships, externships, apprenticeships, and student leadership opportunities
• Expand online course opportunities for students	• Sustain online course opportunities for students	• Sustain online course opportunities for students	• Evaluate/redesign online course opportunities	• Evaluate/redesign online course opportunities
• Evaluate College and Career Majors • Research weighted categories within classes	• Refine College and Career Majors	• Refine College and Career Majors	• Refine College and Career Majors	• Refine College and Career Majors

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2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• College credit plus/ blue streak U	• Provide opportunity to earn Associate's degree program through articulation agreements and College Credit Plus/Blue Streak U	• Eligible seniors complete associates degree	• Evaluate the pathways to earn Associate's degree through College Credit Plus/Blue Streak U	• Implement any changes to the pathways to earn Associate's degree through College Credit Plus/Blue Streak U
• Expand and modify articulation agreements	• Expand and modify articulation agreements	• Expand and modify articulation agreements	• Expand and modify articulation agreements	• Expand and modify articulation agreements
•	• Expand curriculum opportunities for all grades at the Planetarium	• Continued expansion of Planetarium programs and Cultural Center	• Continued expansion of Planetarium programs and Cultural Center	• Sustain Planetarium and Cultural Center programs
• Expand Sandusky Digital Academy as a more true alternative campus	• Sustain Sandusky Digital Academy alternative campus	• Sustain Sandusky Digital Academy alternative campus	• Evaluate Sandusky Digital Academy alternative campus	• Implement any changes based on evaluation of Sandusky Digital Academy alternative campus

High School Experience

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Student Centered Design focuses on each individual student's strengths and areas for growth. Instructional delivery incorporating Problem/Project Learning, STEM, intervention programs such as Wilson Reading, ,as well as best practices such as Marzano's, Bloom's and authentic formative instructional practices (FIP) yield high academic results for our students.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Research and Begin planning for Hospitality program using Pro-Start guidelines and partnering with Terra State Community College and align with major title	• Evaluate and continue Hospitality program	• Expand Hospitality program to include specialties such as pastry and sous chef	• Expand Hospitality program to include specialties such as pastry and sous chef	• Expand Hospitality program to include specialties such as pastry and sous chef
• Implement Music Academy Changes	• Evaluate and continue Music Academy Program	• Sustain Music Academy	• Sustain Music Academy	• Sustain Music Academy
• Continue with Project Lead The Way to be a certified Project Lead The Way School • Continue with plan to complete the requirements to be a Project Lead The Way District • Expand tours of Institutions of Higher Education	• Complete all requirements to certified Project Lead The Way School • Continue with plan to complete the requirements to be a Project Lead The Way District	• Continue with Project Lead The Way to be a certified Project Lead The Way School • Continue with plan to complete the requirements to be a Project Lead The Way District	• Continue with Project Lead The Way to be a certified Project Lead The Way School • Complete all requirements to be a certified Project Lead The Way District.	• Continue with Project Lead The Way to be a certified Project Lead The Way School • Complete all requirements to be a certified Project Lead The Way District

High School Experience

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Student Centered Design focuses on each individual student's strengths and areas for growth. Instructional delivery incorporating Problem/Project Learning, STEM, intervention programs such as Wilson Reading, ,as well as best practices such as Marzano's, Bloom's and authentic formative instructional practices (FIP) yield high academic results for our students.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Begin STEAM instructional design	• Full implementation of STEAM design	• Full implementation of STEAM design	• Full implementation of STEAM design	• Full implementation of STEAM design
• Develop summer opportunities to increase student participation	• Develop summer opportunities to increase student participation	• Develop summer opportunities to increase student participation	• Develop summer opportunities to increase student participation	• Develop summer opportunities to increase student participation
• Evaluate the 8th grade transition program	• Evaluate and continue 8th grade transition program	• Continue 8th grade transition program	• Continue 8th grade transition program	• Continue 8th grade transition program
• Continue writing online classes, texts, materials, and resources	• Continue writing online classes, texts, materials, and resources	• Continue writing online classes, texts, materials, and resources	• Continue writing online classes, texts, materials, and resources	• Continue writing online classes, texts, materials, and resources
• Implement textbook and materials cycle and utilize online texts/materials (50%) • Research looping for interventionists at the team level	• Continue textbook and materials cycle and utilize online texts/materials (50%)	• Continue textbook and materials cycle and utilize online texts/materials (50%)	• Continue textbook and materials cycle and utilize online texts/materials (50%)	• Continue textbook and materials cycle and utilize online texts/materials (50%)

Academic Pillar
Academic Operations

Vision Statement: We believe in a comprehensive operational organization dedicated to the whole child.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Attract high quality – highly engaging staff	• Attract high quality – highly engaging staff	• Attract high quality – highly engaging staff	• Attract high quality – highly engaging staff	• Attract high quality – highly engaging staff
• Restructure personnel based on Transformation Plan needs	• Restructure personnel based on Transformation Plan needs	• Restructure personnel based on Transformation Plan needs	• Restructure personnel based on Transformation Plan needs	• Restructure personnel based on Transformation Plan needs
• Evaluate NOECA transfer and relationship	• Continue NOECA implementation	• Continue NOECA implementation	• Continue NOECA implementation	• Continue NOECA implementation
• Modify and continuously evaluate roles related to Academic Operations, including central registration, placement, impact on EMIS, digital account management	• Modify and continuously evaluate roles related to Academic Operations, including central registration, placement, impact on EMIS, digital account management	• Modify and continuously evaluate roles related to Academic Operations, including central registration, placement, impact on EMIS, digital account management	• Modify and continuously evaluate roles related to Academic Operations, including central registration, placement, impact on EMIS, digital account management	• Modify and continuously evaluate roles related to Academic Operations, including central registration, placement, impact on EMIS, digital account management
• Systemic furniture replacement cycle followed	• Systemic furniture replacement cycle followed	• Systemic furniture replacement cycle followed	• Systemic furniture replacement cycle followed	• Systemic furniture replacement cycle followed

Academic Pillar
Academic Operations

Vision Statement: We believe in a comprehensive operational organization dedicated to the whole child.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Explore non-traditional year-round schooling option	• Implement recommendations for schooling options	• Evaluate implemented schooling options	• Refine schooling options	• Refine schooling options
• Review copy/printer needs and contract	• Implement copy/printer needs and contract	• Implement copy/printer needs and contract	• Implement copy/printer needs and contract	• Implement copy/printer needs and contract
• Review centralized registration processes	• Refine processes as needed	• Continue with refined processes	• Continue with refined process	• Continue with refined process

College and Career Readiness Pillar

Vision Statement: We believe all students shall participate in a rigorous and rich high school experience that prepares them for college and a career.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Continuously modify and update marketing strategies and materials to reflect current programming, trends, and target audience	• Continuously modify and update marketing strategies and materials to reflect current programming, trends, and target audience	• Continuously modify and update marketing strategies and materials to reflect current programming, trends, and target audience	• Continuously modify and update marketing strategies and materials to reflect current programming, trends, and target audience	• Continuously modify and update marketing strategies and materials to reflect current programming, trends, and target audience
• Implement phase 1 of Room 120 fabrication, manufacturing, and robotics technology lab plan	• Implement phase 2 of Room 120 fabrication, manufacturing and robotics technology lab plan	• Implement phase 3 of Room 120 fabrication, manufacturing and robotics technology lab plan	• Implement phase 4 of Room 120 fabrication, manufacturing and robotics technology lab plan	• Implement equipment replacement plan
• Develop an equipment acquisition plan for each pathway program, including professional development to support purchases	• Implement an equipment acquisition plan for each pathway program, including professional development to support purchases	• Continue with equipment acquisition plan for each pathway program, including professional development to support purchases	• Continue with equipment acquisition plan for each pathway program, including professional development to support purchases	• Continue with equipment acquisition plan for each pathway program, including professional development to support purchases
• Analyze and evaluate the effects of Micro-Messaging program.	• Continue with Micro-Messaging program and expand PD opportunities to all staff	• Continue with Micro-Messaging program with additional PD opportunities for all staff	• Continue with Micro-Messaging program	• Maintain and update Micro-Messaging program and expand PD opportunities to all staff ---- let drop off

College and Career Readiness Pillar

Vision Statement: We believe all students shall participate in a rigorous and rich high school experience that prepares them for college and a career.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Analyze and evaluate affects the Pipe-STEAM plan	• Continue with Pipe-STEAM (non-traditional students into traditional programs)	• Continue with Pipe-STEAM (non-traditional students into traditional programs)	• Continue with Pipe-STEAM (non-traditional students into traditional programs)	• Continue with Pipe-STEAM (non-traditional students into traditional programs)
• Expand and modify articulation agreements	• Expand and modify articulation agreements	• Expand and modify articulation agreements	• Expand and modify articulation agreements	• Expand and modify articulation agreements
• Continue with Project Lead The Way to be a certified Project Lead The Way School	• Complete all requirements to certified Project Lead The Way School			
• Establish the plan to complete the requirements to be a Project Lead The Way District	• Implement with plan to complete the requirements to be a Project Lead The Way District	• Continue with plan to complete the requirements to be a Project Lead The Way District	• Complete all requirements to be a certified Project Lead The Way District	• Maintain Project Lead The Way certification
• Offer tech prep classes at the middle school Career Search and career exploration	• Offer tech prep classes at the middle school Career Search and career exploration	• Expand tech prep classes and gateway to technology (PLTW) at the middle school	• Expand tech prep classes at the middle school	• Revaluate tech prep classes at the middle school
• Expand summer STEAM workshops for students in grades 6 through 10	• Expand summer STEAM workshops for students in grades 6 through 10	• Expand summer STEAM workshops for students in grades 6 through 10	• Expand summer STEAM workshops for students in grades 6 through 10	• Maintain and continue to offer STEAM workshops for students in grades 4 through 10

College and Career Readiness Pillar

Vision Statement: We believe all students shall participate in a rigorous and rich high school experience that prepares them for college and a career.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Hire internship coordinator • Research on hiring a school to work coordinator	• Implement the school to work program	• Evaluate the school to work program	• Modify the school to work program	• Sustain the school to work program
• Implement Music Academy changes	• Evaluate and continue Music Academy program	• Sustain Music Academy	• Sustain Music Academy	• Sustain Music Academy
• Research, match and align majors with titles (needs filled in).	• Implement Hospitality program	• Expand Hospitality program to include specialties such as pastry and sous chef	• Expand Hospitality program to include specialties such as pastry and sous chef	• Evaluate hospitality program
• Develop college/career pathways for Sandusky Digital Academy students to include Credit flex opportunities	• Continue offering college/career pathways for Sandusky Digital Academy students to include Credit flex opportunities	• Continue offering college/career pathways for Sandusky Digital Academy students to include Credit flex opportunities	• Continue offering college/career pathways for Sandusky Digital Academy students to include Credit flex opportunities	• Evaluate offering college/career pathways for Sandusky Digital Academy students to include Credit flex opportunities
• Revitalize, implement, revamp, and re-align programs to reflect current trends in job market	• Revitalize, implement, revamp, and re-align programs to reflect current trends in job market	• Revitalize, implement, revamp, and re-align programs to reflect current trends in job market	• Revitalize, implement, revamp, and re-align programs to reflect current trends in job market	• Revitalize, implement, revamp, and re-align programs to reflect current trends in job market

Adult and Global Education Pillar

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.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Continuously modify and update marketing strategies and materials to reflect current programming, trends, and target audience	• Continuously modify and update marketing strategies and materials to reflect current programming, trends, and target audience	• Continuously modify and update marketing strategies and materials to reflect current programming, trends, and target audience	• Continuously modify and update marketing strategies and materials to reflect current programming, trends, and target audience	• Continuously modify and update marketing strategies and materials to reflect current programming, trends, and target audience
•	• Hire a marketing coordinator	• Expand marketing coordinator position	• Evaluate marketing coordinator position	• Sustain marketing coordinator position
		• Research a job placement coordinator	• Hire a job placement coordinator	• Evaluate placement coordinator
			• Hire a IT specialist	• Evaluate IT specialist
• Host community job fair/open house	• Host community job fair/open house	• Host community job fair/open house	• Host community job fair/open house	• Host community job fair/open house
• Maintain and update email database	• Maintain and update email database	• Maintain and update email database	• Maintain and update email database	• Maintain and update email database
• Continuously modify and explore social media accounts for current media trends	• Continuously modify and explore social media accounts for current media trends	• Continuously modify and explore social media accounts for current media trends	• Continuously modify and explore social media accounts for current media trends	• Continuously modify and explore social media accounts for current media trends

Adult and Global Education Pillar

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.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Improve communications between high school programs and adult programs	• Improve communications between high school programs and adult programs	• Improve communications between high school programs and adult programs	• Improve communications between high school programs and adult programs	• Improve communications between high school programs and adult programs
• Expand pathways linking high school programs to adult programs	• Expand pathways linking high school programs to adult programs	• Expand pathways linking high school programs to adult programs	• Expand pathways linking high school programs to adult programs	• Expand pathways linking high school programs to adult programs
• Student-centered instruction incorporating Problem Based Learning, STEAM, Marzano's, Bloom's and authentic formative instructional practices.	• Student-centered instruction incorporating Problem Based Learning, STEAM, Marzano's, Bloom's and authentic formative instructional practices.	• Student-centered instruction incorporating Problem Based Learning, STEAM, Marzano's, Bloom's and authentic formative instructional practices.	• Student-centered instruction incorporating Problem Based Learning, STEAM, Marzano's, Bloom's and authentic formative instructional practices.	• Student-centered instruction incorporating Problem Based Learning, STEAM, Marzano's, Bloom's and authentic formative instructional practices.
• Provide professional development training for coordinators and instructors	• Provide professional development training for coordinators and instructors	• Provide professional development training for coordinators and instructors	• Provide professional development training for coordinators and instructors	• Provide professional development training for coordinators and instructors
• Increase technology use in the classroom	• Increase technology use in the classroom	• Increase technology use in the classroom	• Increase technology use in the classroom	• Increase technology use in the classroom

Adult and Global Education Pillar

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.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Implement an equipment acquisition plan for each program, including professional development to support purchases add acquisition plan	• Continue with equipment acquisition plan for each program, including professional development to support purchases	• Continue with equipment acquisition plan for each program, including professional development to support purchases	• Continue with equipment acquisition plan for each program, including professional development to support purchases	• Continue with equipment acquisition plan for each program, including professional development to support purchases
• Explore and research separate facilities for Sandusky Career Center	• Design separate facilities for Sandusky Career Center	• Design separate facilities for Sandusky Career Center	• Establish a separate facility for Sandusky Career Center	• Maintain a separate facility for Sandusky Career Center
• Refine processes as needed (handbooks)	• Continue with refined processes	• Continue with refined processes	• Continue with refined processes	• Continue with refined processes
• Implement, update and create surveys: current students, alumni, instructors, community members, coordinators and staff	• Implement, update and create surveys: current students, alumni, instructors, community members, coordinators and staff	• Implement, update and create surveys: current students, alumni, instructors, community members, coordinators and staff	• Implement, update and create surveys: current students, alumni, instructors, community members, coordinators and staff	• Implement, update and create surveys: current students, alumni, instructors, community members, coordinators and staff
• Expand ABLE partnerships and program locations	• Expand ABLE partnerships and program locations	• Expand ABLE partnerships and program locations	• Expand ABLE partnerships and program locations	• Expand ABLE partnerships and program locations

Adult and Global Education Pillar

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.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Incorporate basic and intermediate computer skills development within ABLE class offerings	• Incorporate basic, intermediate, and advanced computer skills development within ABLE class offerings	• Sustain basic, intermediate, and advanced computer skills development within ABLE class offerings	• Sustain basic, intermediate, and advanced computer skills development within ABLE class offerings	• Sustain basic, intermediate, and advanced computer skills development within ABLE class offerings
• Expand Bridge/Transition programs for GED students to post-secondary	• Expand Bridge/Transition programs for GED students to post-secondary	• Expand Bridge/Transition programs for GED students to post-secondary	• Expand Bridge/Transition programs for GED students to post-secondary	• Expand Bridge/Transition programs for GED students to post-secondary
• Incorporate employability skills, resume writing, and interview preparation within ABLE class offerings	• Incorporate employability skills, resume writing, and interview preparation within ABLE class offerings	• Incorporate employability skills, resume writing, and interview preparation within ABLE class offerings	• Incorporate employability skills, resume writing, and interview preparation within ABLE class offerings	• Incorporate employability skills, resume writing, and interview preparation within ABLE class offerings
• Begin student leadership opportunities through Business Professionals of America and SkillsUSA	• Develop student leadership opportunities through Business Professionals of America and SkillsUSA	• Continue student leadership opportunities through Business Professionals of America and SkillsUSA	• Continue student leadership opportunities through Business Professionals of America and SkillsUSA	• Continue student leadership opportunities through Business Professionals of America and SkillsUSA

Adult and Global Education Pillar

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.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Pursue innovative grant opportunities or corporate partnerships	• Pursue innovative grant opportunities or corporate partnerships	• Pursue innovative grant opportunities or corporate partnerships	• Pursue innovative grant opportunities or corporate partnerships	• Pursue innovative grant opportunities or corporate partnerships
• Explore and research an adult transition program for PRIDE Academy students	• Implement adult transition program for PRIDE Academy students	• Expand adult transition program for PRIDE Academy students	• Expand adult transition program for PRIDE Academy students	• Expand adult transition program for PRIDE Academy students
• Expand articulation agreements	• Expand articulation agreements	• Expand articulation agreements	• Expand articulation agreements	• Expand articulation agreements
• Expand online and blended learning opportunities within programs	• Expand online and blended learning opportunities within programs	• Expand online and blended learning opportunities within programs	• Expand online and blended learning opportunities within programs	• Expand online and blended learning opportunities within programs
• Explore the creation of online classes, texts, materials, and resources	• Begin online classes, texts, materials, and resources	• Continue online classes, texts, materials, and resources	• Continue online classes, texts, materials, and resources	• Continue online classes, texts, materials, and resources

Adult and Global Education Pillar

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.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Research a Hospitality program using Pro-Start Guidelines, partnering with Terra State Community College and Kalahari Resorts	• Implement a Hospitality program	• Expand Hospitality program	• Expand Hospitality program	• Expand Hospitality program
• Develop a truck driving program if appropriate.	• Implement a truck driving program, if appropriate	• Evaluate and continue truck driving program	• Sustain truck driving program	• Evaluate truck driving program
• Develop short-term job training programs	• Develop short-term job training programs	• Develop short-term job training programs	• Develop short-term job training programs	• Develop short-term job training programs
• Research, implement, revitalize, revamp and re-align programs to reflect current trends in job market	• Research, implement, revitalize, revamp and re-align programs to reflect current trends in job market	• Research, implement, revitalize, revamp and re-align programs to reflect current trends in job market	• Research, implement, revitalize, revamp and re-align programs to reflect current trends in job market	• Research, implement, revitalize, revamp and re-align programs to reflect current trends in job market

Fine and Performance Arts Pillar

Vision Statement: We believe in a strong fine and performing arts program offering students opportunities to express their creativity and talent.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Continue with Auditorium updates and repairs- get quotes • Offer new opportunities (dance, theater, intro. To performing arts middle school, ect..) based on surveys (most students wanted arts) • Vertical alignment all 7-12 fine/performance arts programs • Continue strong marketing connection through various media outlets • Facebook, twitter, community involvement, kids fair, website ect.	• Offer new opportunities based on enrollment and interest • Continue Vertical alignment all K-6 fine/performance arts programs and refine 7-12 • Continue strong marketing connection through various media outlets • Facebook, twitter, community involvement, kids fair, website ect.	• Offer new opportunities based on enrollment and interest • Refine Vertical alignment all K-6 fine/performance arts programs and sustain K-12 • Evaluate strong marketing connection through various media outlets • Facebook, twitter, community involvement, kids fair, website ect.	• Offer new opportunities based on enrollment and interest • Evaluate Vertical alignment all K-12 fine/performance arts programs • Implement changes to marketing connection through various media outlets • Facebook, twitter, community involvement, kids fair, website ect.	• Offer new opportunities based on enrollment and interest • Implement changes to vertical alignment to all K-12 based on the effectiveness of the alignment • Facebook, twitter, community involvement, kids fair, website ect.

Fine and Performance Arts Pillar

Vision Statement: We believe in a strong fine and performing arts program offering students opportunities to express their creativity and talent.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Implement scheduling to offer more opportunities for maximum student participation	• Implement scheduling to offer more opportunities for maximum student participation	• Implement scheduling to offer more opportunities for maximum student participation	• Implement scheduling to offer more opportunities for maximum student participation	• Implement scheduling to offer more opportunities for maximum student participation
• Explore host Ohio Music and Art Education Association events at Sandusky High School, add band, orchestra, choir	• Potentially hosting Ohio Music and Art Education Association events at Sandusky High School, band, orchestra, choir	• Explore potentially hosting music, arts, theater, dance, ect. Events at SHS, band, orchestra, choir	• Host the Ohio Music and Arts, dance, theater, ect. Ect. Education Association event @ SHS, band, orchestra, choir	• Expand the Ohio Music and Arts, dance, theater, ect. Ect. Education Association event @ SHS, band, orchestra, choir
• Collaborate across the district to create a more effective Master Calendar of events	• Collaborate across the district to create a more effective Master Calendar of events	• Collaborate across the district to create a more effective Master Calendar of events	• Collaborate across the district to create a more effective Master Calendar of events	• Collaborate across the district to create a more effective Master Calendar of events
• Increase recruitment in the elementary and middle schools	• Increase recruitment in the elementary and middle schools	• Increase recruitment in the elementary and middle schools	• Increase recruitment in the elementary and middle schools	• Increase recruitment in the elementary and middle schools
• Grow Great Lakes Arts Academy with increased offerings and a middle school introduction	• Grow Great Lakes Arts Academy with increased offerings and a middle school introduction	• Grow Great Lakes Arts Academy with increase offerings and an elementary school introduction	• Grow Great Lakes Arts Academy with increase offerings and an elementary school introduction	• Evaluate Great Lakes Arts Academy with increase offerings and an elementary school introduction

Fine and Performance Arts Pillar

Vision Statement: We believe in a strong fine and performing arts program offering students opportunities to express their creativity and talent.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Offer enrichment opportunities in Poetry Slam, Forensics-Speech, Drama, Dance	• Offer enrichment opportunities in Poetry Slam, Forensics-Speech, Drama, Dance	• Offer enrichment opportunities in Poetry Slam, Forensics-Speech, Drama, Dance	• Offer enrichment opportunities in Poetry Slam, Forensics-Speech, Drama, Dance	• Offer enrichment opportunities in Poetry Slam, Forensics-Speech, Drama, Dance
• Establish curriculum and career connections/PBL for the Arts	• Establish curriculum and career connections/PBL for the Arts	• Establish curriculum and career/PBL for the Arts	• Establish curriculum and career/PBL for the Arts	• Establish curriculum and career/PBL for the Arts
• Evaluate recommendations from evaluation of learning space for elementary fine/performance arts/ increase technology	• Implement recommendations from evaluation of learning space for elementary fine/performance arts/increase technology	• Implement recommendations from evaluation of learning space for elementary fine/performance arts/increase technology	• Implement recommendations from evaluation of learning space for elementary fine/performance arts/increase technology	• Implement recommendations from evaluation of learning space for elementary fine/performance arts/increase technology
• Increase funding by 20% through innovative means, grants, fundraisers, grant writing committee	• Increase funding by 10% through innovative means, grants, fundraisers, grant writing committee	• Increase funding by 10% through innovative means, grants, fundraisers, grant writing committee	• Increase funding by 10% through innovative means, grants, fundraisers, grant writing committee	• Increase funding by 10% through innovative means, grants, fundraisers, grant writing committee
• Add an Arts Exploration class at 8th grade for high school credit	• Add an Arts Exploration class at 8th grade for high school credit	• Add an Arts Exploration class at 8th grade for high school credit	• Add an Arts Exploration class at 8th grade for high school credit	• Add an Arts Exploration class at 8th grade for high school credit

Fine and Performance Arts Pillar

Vision Statement: We believe in a strong fine and performing arts program offering students opportunities to express their creativity and talent.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	• Begin Band, Choir, Orchestra trip rotation	• Continue Band, Choir, Orchestra trip rotation	• Continue Band, Choir, Orchestra trip rotation	• Continue Band, Choir, Orchestra trip rotation
• Continue instrument replacement cycle	• Continue instrument replacement cycle	• Continue instrument replacement cycle	• Continue instrument replacement cycle	• Continue instrument replacement cycle
• Continue with community outreach through student performances and Arts Festival	• Continue with community outreach through student performances and Arts Festival	• Continue with community outreach through student performances and Arts Festival	• Continue with community outreach through student performances and Arts Festival	• Continue with community outreach through student performances and Arts Festival
• Apply for Ohio Arts Council, "Artist in Residence"	• Apply for Ohio Arts Council, "Artist in Residence"	• Apply for Ohio Arts Council, "Artist in Residence"	• Apply for Ohio Arts Council, "Artist in Residence"	• Apply for Ohio Arts Council, "Artist in Residence"

Student Services Pillar

Overreaching Vision:

We believe that each and every student can REACH his or her potential when given the necessary supports to cross the bridge from DISability to ABILITY.

Response To Instruction and Intervention (RtII)

Vision: We believe that, by building and sustaining a system for utilizing data and providing structured and specific interventions of varying levels of intensity and specificity based on those data, the needs of students can be met

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Guide instruction to be divided into three "tiers" of intervention, based on student need (universal screening progress monitoring).	• Guide instruction to be divided into three "tiers" of intervention, based on student need (universal screening progress monitoring).	• Guide instruction to be divided into three "tiers" of intervention, based on student need (universal screening progress monitoring).	• Guide instruction to be divided into three "tiers" of intervention, based on student need (universal screening progress monitoring).	• RtII meetings on systemic and individual students, based on progress monitoring
• Create Tier 4 district problem solving team to provide direct support for specific students	• Create Tier 4 district problem solving team to provide direct support for specific students	• Create Tier 4 district problem solving team to provide direct support for specific students	• Create Tier 4 district problem solving team to provide direct support for specific students	• Use Tier 4 district problem solving team to provide direct support to all students
• Create a "train the trainer model" for Wilson to meet district K-12 needs	• Wilson Training to be provided to Tier 3 staff	• Wilson Training to be provided to Tier 2 staff	• Wilson Training to be provided to all staff	• Provide annual Wilson training to all staff • Develop treatment checks for Wilson Tier-3
	• Implement Wilson Tier 2	• Implement Wilson Tier 2	• Implement Wilson Tier 2	
• Implement Number Worlds math intervention (K-6 Tier 3)	• Implement Number Worlds math intervention (K-6 Tier 3)	• Implement Number Worlds math intervention (K-6 Tier 3)	• Implement Number Worlds math intervention (K-6 Tier 3)	• Implement Number Worlds math intervention (K-6 Tier 3)

Response to Instruction and Intervention (RtII)

Vision: We believe that, by building and sustaining a system for utilizing data and providing structured and specific interventions of varying levels of intensity and specificity based on those data, the needs of students can be met

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	• Implement Number Worlds Tier 2 (K-6)	• Implement Number Worlds Tier 2 (K-6)	• Implement Number Worlds Tier 2 (K-6)	• Develop treatment integrity checks for Number Worlds Tier 3

Communication and Language

Vision: We believe a key to increasing literacy for students is through language acquisition and the use of (varying types of and levels of) assistive technology.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Provide RtII for language (comprehension, vocabulary, grammar) • Provide RtII for English Language Learners for parents and families • Provide sign language instruction to students • Provide sign language training to all staff • Complete AT needs assessment	• Provide RtII for language (comprehension, vocabulary, grammar) • Provide RtII for English Language Learners for parents and families • Provide sign language instruction to students • Provide sign language training to all staff • Pilot AT (low to high technology) through	• Provide RtII for language (comprehension, vocabulary, grammar) • Provide RtII for English Language Learners for parents and families • Provide sign language instruction to students • Provide sign language training to all staff • Purchase AT for students and	• Provide RtII for language (comprehension, vocabulary, grammar) • Provide RtII for English Language Learners for parents and families • Provide sign language instruction to students • Provide sign language training to all staff	• Provide RtII for language across all three tiers • Provide RtII for English Language Learners for students across all three tiers • Provide sign language instruction to students • Provide sign language training to all staff • Create an Assistive Technology (AT)

Communication and Language

Vision: We believe a key to increasing literacy for students is through language acquisition and the use of (varying types of and levels of) assistive technology.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	available AT (in and out of district)	classrooms based on student need	• Complete evaluation of AT (individual students and district) • Provide staff training of chose AT	"warehouse" based on student need • Provide staff training on any AT device when needed

Mental Health

Vision: We believe that by providing a multi-tiered approach for instruction of social-emotional/behavioral skills (inclusive of direct mental health services to our students and support to our staff), the students can attain the necessary skills for college, career, and life readiness.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Collect data using form • Continue annual professional development for staff in Positive Behavioral Interventions and Supports for staff • Train and use behavior response teams for all school buildings	• Use data analysis direct intervention services • Continue annual professional development for staff in Positive Behavioral Interventions and Supports for staff • Train and use behavior response teams for all school buildings	• Develop a tiered system of instruction and support • Continue annual professional development for staff in Positive Behavioral Interventions and Supports for staff • Train and use behavior response teams for all school buildings	• Evaluate data collection tool and tiered system • Continue annual professional development for staff in Positive Behavioral Interventions and Supports for staff • Train and use behavior response teams for all school buildings	• Use data collection tool to divide students into three tiers of behavioral/social-emotional instruction • Provide annual professional devilment for staff in Positive Behavioral Interventions and Supports in a variety of ways • Collect data on Behavior Response Teams (BRT's)

Mental Health

Vision: We believe that by providing a multi-tiered approach for instruction of social-emotional/behavioral skills (inclusive of direct mental health services to our students and support to our staff), the students can attain the necessary skills for college, career, and life readiness.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Create a seamless system of mental health instruction in the school and community settings • Use a comprehensive social-emotional curriculum (PK-12)	• Create a seamless system of mental health instruction in the school and community settings • Use a comprehensive social-emotional curriculum (PK-12)	• Create a seamless system of mental health instruction in the school and community settings • Use a comprehensive social-emotional curriculum (PK-12)	• Create a seamless system of mental health instruction in the school and community settings • Develop mental health clinics in every school building. • Create a comprehensive mental health referral process for families • Use a comprehensive social-emotional curriculum (PK-12) • Create a regional mental health and education facility	• Evaluate the system of mental health instruction in the school and community settings • Define and communicate to parents and community the mental health clinics in every school building • Evaluate the comprehensive mental health referral process for families • Evaluate the social-emotional curriculum (preschool-12th) • Communicate to and recruit form the region for students to access the regional mental health and educational wellness center

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Student Services Pillar
Independent Living

Vision: We believe that students, with instruction and experience, can attain life skills (domestic daily living skills, vocational skills, community functioning skills, recreation and leisure skills) that can lead to their independence in the community in which they live or will live.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Hold public relation meetings with families who are not attending SCS schools to inform them of SCS programs	• Hold public relation meetings with families who are not attending SCS schools to inform them of SCS programs	• Hold public relation meetings with families who are not attending SCS schools to inform them of SCS programs	• Hold public relation meetings with families who are not attending SCS schools to inform them of SCS programs	• Hold an open house for sudent services for students families, and community to inform them of SCS programs and services
• Add an elementary student services coach to assist staff and family of students with the most intensive needs	• Add an elementary student services coach to assist staff and family of students with the most intensive needs	• Add an elementary student services coach to assist staff and family of students with the most intensive needs	• Add an elementary student services coach to assist staff and family of students with the most intensive needs	• Use the student services coach for students with the most intensive special needs across all settings
• Develop a training institute for professionals	• Develop a training institute for professionals	• Develop a training institute for professionals	• Develop a training institute for professionals	• Offer other districts and community members access to the training institute for professionals
	• Develop a student services consortium with community agencies	• Develop a student services consortium with community agencies	• Develop a student services consortium with community agencies	• Evaluate the student services consortium with community agencies

Community and School Connection

Vision: We believe that to meet the needs of the whole child, we need to build strong school-community partnerships through education, training, collaboration, and problem solving.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Provide social work service in the home	• Provide social work service in the home	• Provide social work service in the home	• Provide social work service in the home	• Use social work services to connect families and community agencies
• Develop a disability resource center for staff and families	• Develop a disability resource center for staff and families	• Develop a disability resource center for staff and families	• Develop a disability resource center for staff and families	• Revise the disability resource center to become a family resource center for all
• Create a professional development foundation for paraprofessionals	• Create a professional development foundation for paraprofessionals	• Create a professional development foundation for paraprofessionals	• Create a professional development foundation for paraprofessionals	• Offer other districts and community members access to the professional development foundation for paraprofessionals
	• Work collaboratively with area business to develop employability skills and establish apprenticeships	• Work collaboratively with area business to develop employability skills and establish apprenticeships	• Work collaboratively with area business to develop employability skills and establish apprenticeships	• Evaluate the apprenticeships and collaborative partnerships with area businesses
			• Provide healthcare services in one central location	• Work collaboratively with the health department & others to provide health care services in one central location
			• Develop an Autism alliance for families	• Develop an Autism alliance for families

Athletic & Student Activities Pillar

Vision Statement: We believe that through athletics and activities, we provide students with challenging opportunities serving as a foundation for future success.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Baseball dugouts completed				
• Track evaluation	• Track resurface based on evaluation	• Replace Auxiliary Gym Floor		
• Stadium seating paint refreshed			• Stadium turf evaluation	• Possible turf repair/replacement
• Concession stand renovations				• Concussion stand for baseball/softball/tennis area
• Restrooms construction – visitor side				
• Increase number and rewarding of scholar athletes	• Increase number and rewarding of scholar athletes	• Increase number and rewarding of scholar athletes	• Increase number and rewarding of scholar athletes	• Increase number and rewarding of scholar athletes
• K-12 Athletic Program	• K-12 Athletic Program	• K-12 Athletic Program	• K-12 Athletic Program	• Summer opportunities based upon trends/needs

Athletic & Student Activities Pillar

Vision Statement: We believe that through athletics and activities, we provide students with challenging opportunities serving as a foundation for future success.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Professional development for Coaches	• Professional development for Coaches	• Professional development for Coaches	• Professional development for Coaches	• Professional development for Coaches
• Study Tables with increased monitoring	• Study Tables with increased monitoring	• Study Tables with increased monitoring	• Study Tables with increased monitoring	• Study Tables with increased monitoring
• Parent involvement with all levels of sports and activities	• Parent involvement with all levels of sports and activities	• Parent involvement with all levels of sports and activities	• Parent involvement with all levels of sports and activities	• Parent involvement with all levels of sports and activities
• Expand communication of program opportunities	• Expand communication of program opportunities	• Expand communication of program opportunities	• Expand communication of program opportunities	• Evaluation of social media communication for the program
• Expansion of elementary programs	• Expansion of elementary programs	• Expansion of elementary programs	• Expansion of elementary programs	• Expansion of elementary programs
• Recruitment and retention of coaches	• Recruitment and retention of coaches	• Recruitment and retention of coaches	• Recruitment and retention of coaches	• Recruitment and retention of coaches
• Expansion of marketing and revenue streams	• Expansion of marketing and revenue streams	• Expansion of marketing and revenue streams	• Expansion of marketing and revenue streams	• Expansion of marketing and revenue streams
				• Evaluate year round usage of athletic facilities

Athletic & Student Activities Pillar

Vision Statement: We believe that through athletics and activities, we provide students with challenging opportunities serving as a foundation for future success.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Increased collaboration with community organizations • Tennis court evaluation • Collaboration with career-tech programs for projects • Grow coordinator of elementary athletics and activities position • Softball fields on campus – evaluate concept • Host summer league programs • Host nationally recognized training camps • Evaluation of staff/reorganization	• Increased collaboration with community organizations • Tennis court design based on evaluation • Collaboration with career-tech programs for projects • Grow coordinator of elementary athletics and activities position • Implement recommendations for Softball field • Host summer league programs • Host nationally recognized training camps • Implement results of evaluation	• Increased collaboration with community organizations • Tennis court replacement • Collaboration with career-tech programs for projects • Grow coordinator of elementary athletics and activities position • Softball field completion • Host summer league programs • Host nationally recognized training camps • Implement results of evaluation	• Increased collaboration with community organizations • Collaboration with career-tech programs for projects • Evaluation coordinator of elementary athletics and activities position • Host summer league programs • Host nationally recognized training camps • Refine implementation	• Increased collaboration with community organizations • Collaboration with career-tech programs for projects • Evaluation coordinator of elementary athletics and activities position • Host summer league programs • Host nationally recognized training camps • Refine implementation • Replace SHS main gym floor • Evaluation of the Jackson gymnasium • Evaluation of Jackson pool

Technology Pillar

Vision Statement: We believe in creating globally competitive, ever-changing, cutting edge teacher and student learning environments. We believe in building the district vision and capacity to fund and support innovative growth in technology.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Maintain infrastructure that is consistent, reliable, and usable across the district-phones • Wireless controllers in core switch	• Maintain infrastructure that is consistent, reliable, and usable across the district-phones • Wireless controllers in core switch	• Evaluate infrastructure	• Implement infrastructure plan	• Evaluate infrastructure and consider infrastructure improvements • Evaluate/upgrade wireless
• Implement hardware purchasing cycle	• Continue hardware purchasing cycle	• Continue hardware purchasing cycle	• Revise hardware purchasing cycle	• Continue hardware purchasing cycle
• Provide appropriate professional development	• Provide appropriate professional development	• Provide appropriate professional development	• Provide appropriate professional development	• Provide appropriate professional development
• Provide training and laptop for Quality Matters teachers	• Provide training and laptop for Quality Matters teachers	• Provide training and laptop for Quality Matters teachers	• Provide training and laptop for Quality Matters teachers	• Evaluate quality matters training and professional development • Evaluate student information system • Evaluate computer curriculum
• Add tablets and printers for grades K-12/laptops and carts for quality matters teachers	• Add tablets and printers/laptops/carts for grades K-12			

Technology Pillar

Vision Statement: We believe in creating globally competitive, ever-changing, cutting edge teacher and student learning environments. We believe in building the district vision and capacity to fund and support innovative growth in technology.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Facilitate staff's professional development related to the Student Information System, Learning Management System and Data Map.	• Facilitate staff's professional development related to the Student Information System, Learning Management System and Data Map	• Facilitate staff's professional development related to the Student Information System, Learning Management System and Data Map	• Facilitate staff's professional development related to the Student Information System, Learning Management System and Data Map	• Facilitate staff's professional development related to the Student Information System, Learning Management System and Data Map
•	•	• Evaluate wireless printing capabilities	• Implement evaluation of wireless printing capabilities	• Implement evaluation of wireless printing capabilities
• Update district software	• Update district software	• Update district software	• Update district software	• Evaluate and update district software
• Increase partnerships with local businesses/trades	• Increase partnerships with local businesses/trades • Provide training and laptop for Quality Matters teachers	• Increase partnerships with local businesses/trades • Provide training and laptop for Quality Matters teachers	• Evaluate partnerships with local businesses/trades • Provide training and laptop for Quality Matters teachers	• Continued community partnership • Provide training and laptop for Quality Matters teachers
• Continue Quality Matters professional development and provide devices for grades -12, 25%	• Continue Quality Matters professional development and provide devices for grades -12, 50%	• Continue Quality Matters professional development and provide devices for grades -12, 75%	• Evaluate Quality Matters professional development and provide devices for grades -12, 100%	• Add district devices- one cart per classroom

Technology Pillar

Vision Statement: We believe in creating globally competitive, ever-changing, cutting edge teacher and student learning environments. We believe in building the district vision and capacity to fund and support innovative growth in technology.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Investigate blended online course graduation requirement	• Continue blended online course graduation requirement	• Continue blended online course graduation requirement	• Evaluate blended online course graduation requirement	• Evaluate online course amount for graduation requirements
• Expand STEAM opportunities through technology	• Expand STEAM opportunities through technology	• Expand STEAM opportunities through technology	• Expand STEAM opportunities through technology	• Support STEAM efforts
• Increase website usage and digital Communication Avenues	• Increase website usage and digital Communication Avenues	• Evaluate redesign of website and digital Communication Avenue	• Implement changes to website based on evaluation	• Implement changes to website based on evaluation
• Evaluate and host community open lab	• Implement changes to community open lab	• Host community open lab	• Host community open lab	• Host community open lab
• Evaluate bandwidth with NOECA	• Evaluate bandwidth with NOECA	• Evaluate bandwidth with NOECA	• Evaluate bandwidth with NOECA	• Evaluate bandwidth with NOECA
• Add and evaluate roles of Technology Staff	• Add and evaluate role of Technology Specialist	• Add and evaluate role of Technology Specialist	• Add and evaluate role of Technology Specialist	• Evaluate role of Technology Specialist
• Evaluate increase IT help during summer months				• Utilize/train students for the support

Technology Pillar

Vision Statement: We believe in creating globally competitive, ever-changing, cutting edge teacher and student learning environments. We believe in building the district vision and capacity to fund and support innovative growth in technology.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Maintain elementary testing labs	• Maintain elementary testing labs • Implement changes to the role of Technology Integration Coach • Implement changes to the role of Building Techs	• Maintain elementary testing labs • Implement changes to the role of Technology Integration Coach • Implement changes to the role of Building Techs	• Evaluate elementary testing labs • Implement changes to the role of Technology Integration Coach • Implement changes to the role of Building Techs	• Evaluate elementary testing labs • Enhance interaction coach role within district • Implement changes to the role of Building Techs
• Continue to grow customer services for our staff and students	• Continue to grow customer services for our staff and students	• Continue to grow customer services for our staff and students	• Continue to grow customer services for our staff and students	• Continue positive customer service
• Investigate acquiring vehicles for mobile classrooms to enhance STEAM initiatives	• Acquire vehicles for mobile classrooms to enhance STEAM initiatives	• Acquire vehicles for mobile classrooms to enhance STEAM initiatives	• Evaluate mobile classrooms	• Evaluate mobile classrooms • Consider tech staffing needs and space
• Support online content purchased through annual text purchasing cycle • Institute new online opportunities	• Support online texts purchased through annual text purchasing cycle • Institute new online opportunities	• Support online texts purchased through annual text purchasing cycle • Evaluate online opportunities	• Support online texts purchased through annual text purchasing cycle • Implement recommendations from evaluation for online opportunities	• Support/evaluate online curriculum content • Develop a client base for online courses/evaluate whether we continue to purchase online classes SDA

Technology Pillar

Vision Statement: We believe in creating globally competitive, ever-changing, cutting edge teacher and student learning environments. We believe in building the district vision and capacity to fund and support innovative growth in technology.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
			• Market online opportunities to outside of Sandusky City Schools	• Enhancement of marketing/ communication techniques: Channel 76, Social Media, and website
	• Build dual platform labs at High School	• Build dual platform labs at Middle School		
• Grow role of Media Centers	• Grow role of Media Centers	• Sustain role of Media Centers	• Evaluate Media Centers	• Evaluate Media Centers
• Implement recommendations for staffing of Media Center	• Sustain staffing of Media Centers per recommendations	• Sustain staffing of Media Centers per recommendations	• Evaluate staffing of Media Centers	• Evaluate staffing of Media Centers
• Systematically increase funding for Media Centers to meet New Learning Standards	• Systematically increase funding for Media Centers to meet New Learning Standards	• Systematically increase funding for Media Centers to meet New Learning Standards	• Systematically increase funding for Media Centers to meet New Learning Standards	• Systematically increase funding for Media Centers to meet New Learning Standards
• Enhance Media Center's profile with Learning Commons structure	• Enhance Media Center's profile with Learning Commons structure	• Enhance Media Center's profile with Learning Commons structure	• Enhance Media Center's profile with Learning Commons structure	• Enhance Media Center's profile with Learning Commons structure

Technology Pillar

Vision Statement: We believe in creating globally competitive, ever-changing, cutting edge teacher and student learning environments. We believe in building the district vision and capacity to fund and support innovative growth in technology.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Purge K-6 NonFiction Collections	• Purge K-12 Fiction Collections	• Purge annually to maintain up-to-date copyrighted materials	• Purge annually to maintain up-to-date copyrighted materials	• Purge annually to maintain up-to-date copyrighted materials
• Complete annual inventories of Media materials	• Complete annual inventories of Media materials	• Complete annual inventories of Media materials	• Complete annual inventories of Media materials	• Complete annual inventories of Media materials
• Provide professional development to staff and parents on Media services, including INFOhio	• Provide professional development to staff and parents on Media services, including INFOhio	• Provide professional development to staff and parents on Media services, including INFOhio	• Provide professional development to staff and parents on Media services, including INFOhio	• Provide professional development to staff and parents on Media services, including INFOhio
• Implement purchasing cycle for Media services including handheld devices	• Continue purchasing cycle for Media services including handheld devices	• Refine purchasing cycle for Media services including handheld devices	• Evaluate purchasing cycle for Media services including handheld devices	• Evaluate purchasing cycle for Media services including handheld devices
• Create Advisory Committee for Media Services	• Use data and support of Advisory Committee to implement growth ideas for Media Services	• Use data and support of Advisory Committee to implement growth ideas for Media Services	• Use data and support of Advisory Committee to implement growth ideas for Media Services	• Use data and support of Advisory Committee to implement growth ideas for Media Services
• Begin digital scanning of historical documents,	• Continue digital scanning of historical documents,	• Continue digital scanning of historical documents,	• Continue digital scanning of historical documents,	• Continue digital scanning of historical documents,

Technology Pillar

Vision Statement: We believe in creating globally competitive, ever-changing, cutting edge teacher and student learning environments. We believe in building the district vision and capacity to fund and support innovative growth in technology.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
preserving the history of Sandusky City Schools	preserving the history of Sandusky City Schools	preserving the history of Sandusky City Schools	preserving the history of Sandusky City Schools	preserving the history of Sandusky City Schools
• Research the possibility of extending library hours for students in the summer and evenings for college students	• Implement recommendation of researching the possibility of extending library hours for students in the summer and evenings for college students	• Research the possibility of extending library hours for students in the summer and evenings for college students		
• Complete curriculum redesign and alignment with ODE Library Media Guidelines, New Learning Guides and TRAILS research skills, grades 3-6	• Complete curriculum redesign and alignment with ODE Library Media Guidelines, New Learning Guides and TRAILS research skills, grades 7-8	• Complete curriculum redesign and alignment with ODE Library Media Guidelines, New Learning Guides and TRAILS research skills, grades 9-12	• Refine curriculum redesign and alignment with ODE Library Media Guidelines, New Learning Guides and TRAILS research skills, grades K-12	• Enhance computer curriculum- MS HS Microsoft certification programs/mobile app design, comp TIA A+, Network + Certifications
• Provide library staff with professional development that supports shifts to Media Center design	• Provide library techs with professional development that supports shifts to Media Center design	• Provide library techs with professional development that supports shifts to Media Center design	• Provide library techs with professional development that supports shifts to Media Center design	• Provide library techs with professional development that supports shifts to Media Center design
• Use collaborative means for Library staff to share	• Use collaborative means for Library Techs to share	• Use collaborative means for Library Techs to share	• Use collaborative means for Library Techs to share	• Use collaborative means for Library Techs to share

Technology Pillar

Vision Statement: We believe in creating globally competitive, ever-changing, cutting edge teacher and student learning environments. We believe in building the district vision and capacity to fund and support innovative growth in technology.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
resources (ie: Google docs, Drop Box) • Media Specialist to provide direct instruction on Information Literacy Skills through core classes at Sandusky High School	resources (ie: Google docs, Drop Box) • Media Specialist to provide direct instruction on Information Literacy Skills through core classes at Sandusky High School • Media Specialist to provide direct instruction on Information Literacy Skills through core classes at Sandusky Middle School • Media Specialist to provide direct instruction on Information Literacy Skills through core classes in elementary buildings • Develop Information Literacy course for middle school and high school elective	resources (ie: Google docs, Drop Box) • Media Specialist to provide direct instruction on Information Literacy Skills through core classes at Sandusky High School • Media Specialist to provide direct instruction on Information Literacy Skills through core classes at Sandusky Middle School	resources (ie: Google docs, Drop Box) • Media Specialist to provide direct instruction on Information Literacy Skills through core classes at Sandusky High School • Media Specialist to provide direct instruction on Information Literacy Skills through core classes at Sandusky Middle School	resources (ie: Google docs, Drop Box • Media Specialist to provide direct instruction on Information Literacy Skills through core classes at Sandusky High School • Media Specialist to provide direct instruction on Information Literacy Skills through core classes at Sandusky Middle School

Professional Development Pillar

Vision Statement: We believe in providing our staff with the latest academic and operational tools to meet the demands of the ever-changing educational landscape.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
CURRICULUM	*CURRICULUM*	*CURRICULUM*	*CURRICULUM*	*CURRICULUM*
• STEAM	• STEAM	• STEAM	• STEAM	• STEAM
• Problem/Project-Based Learning	• Build Project-Based Learning	• Build Project-Based Learning	• Build Project-Based Learning	• Project-Based Learning
• Common Core mapping and deconstruction of standards	• Mapping and alignment to new materials and tools	• Mapping and alignment to new materials and tools	• Mapping and alignment to new materials and tools	• Mapping and alignment to new materials and tools
• Instructional shifts to deliver rigorous, aligned instruction to Ohio's New Learning	• Instructional shifts to deliver rigorous, aligned instruction to Ohio's New Learning Standards with all staff	• Instructional shifts to deliver rigorous, aligned instruction to Ohio's New Learning Standards with all staff	• Instructional shifts to deliver rigorous, aligned instruction to Ohio's New Learning Standards with all staff	• Instructional shifts to deliver rigorous, aligned instruction to Ohio's New Learning Standards with all staff
• Refine clear learning targets	• Evaluate clear learning targets	• Refine clear learning targets	• Evaluate clear learning targets	• Evaluate clear learning targets

Professional Development Pillar

Vision Statement: We believe in providing our staff with the latest academic and operational tools to meet the demands of the ever-changing educational landscape.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
CURRICULUM	*CURRICULUM*	*CURRICULUM*	*CURRICULUM*	*CURRICULUM*
• Deliver innovative teaching	• Deliver innovative teaching	• Deliver innovative teaching	• Deliver innovative teaching	• Deliver innovative teaching
• Annual PBIS • Restraint and Seclusion training	• Annual PBIS • Restraint and Seclusion training	• Annual PBIS • Restraint and Seclusion training	• Annual PBIS • Restraint and Seclusion training	• Annual PBIS • Restraint and Seclusion training
• Ohio Teachers' Evaluation System	• Ohio Teachers' Evaluation System	• Ohio Teachers' Evaluation System	• Ohio Teachers' Evaluation System	• Ohio Teachers' Evaluation System
• Ohio Principals' Evaluation System	• Ohio Principals' Evaluation System	• Ohio Principals' Evaluation System	• Ohio Principals' Evaluation System	• Ohio Principals' Evaluation System
• Ohio Superintendents' Evaluation System	• Ohio Superintendents' Evaluation System	• Ohio Superintendents' Evaluation System	• Ohio Superintendents' Evaluation System	• Ohio Superintendents' Evaluation System
• Student Growth Measures	• Student Growth Measures	• Student Growth Measures	• Student Growth Measures	• Student Growth Measures
• Assessment literacy	• Assessment literacy	• Assessment literacy	• Assessment literacy	• Assessment literacy
• Formative Instructional Practices	• Formative Instructional Practices	• Formative Instructional Practices	• Formative Instructional Practices	• Formative Instructional Practices

Professional Development Pillar

Vision Statement: We believe in providing our staff with the latest academic and operational tools to meet the demands of the ever-changing educational landscape.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Vertical & horizontal alignment between and across grade levels and departments	• Vertical & horizontal alignment between and across grade levels and departments	• Vertical & horizontal alignment between and across grade levels and departments	• Vertical & horizontal alignment between and across grade levels and departments	•
TECHNOLOGY • Integration on new software, learning management systems, applications and hardware	*TECHNOLOGY* • Integration on new software, learning management systems, applications and hardware	*TECHNOLOGY* • Integration on new software, learning management systems, applications and hardware	*TECHNOLOGY* • Integration on new software, learning management systems, applications and hardware	• Integration based on curriculum instruction goals
• Align professional development with the Technology Plan and curriculum instruction goals	• Align professional development with the Technology Plan and curriculum instruction goals	• Align professional development with the Technology Plan and curriculum instruction goals	• Align professional development with the Technology Plan and curriculum instruction goals	• Align professional development with the Technology Plan and curriculum instruction goals
DISTRICT, SCHOOL, ENVIRONMENT ~ RELATIONSHIP BUILDING • Leadership programs	*DISTRICT, SCHOOL, ENVIRONMENT ~ RELATIONSHIP BUILDING* • Leadership programs	*DISTRICT, SCHOOL, ENVIRONMENT ~ RELATIONSHIP BUILDING* • Leadership programs	*DISTRICT, SCHOOL, ENVIRONMENT ~ RELATIONSHIP BUILDING* • Leadership programs	• Leadership programs
• Culture and Climate	• Culture and Climate	• Culture and Climate	• Culture and Climate	• Culture and Climate

Professional Development Pillar

Vision Statement: We believe in providing our staff with the latest academic and operational tools to meet the demands of the ever-changing educational landscape.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• ALICE School Safety Training refresher *PARENT AND COMMUNITY PROFESSIONAL DEVELOPMENT* • Provide all parents, title, community members, classes, resources and materials *PROFESSIONALISM* • Collegial sharing with staff plus HQPD standards strategy • Attending conferences and sharing out • Subscriptions to professional periodicals	• ALICE School Safety Training refresher *PARENT AND COMMUNITY PROFESSIONAL DEVELOPMENT* • Provide all parents, title, community members, classes, resources and materials *PROFESSIONALISM* • Collegial sharing with staff plus HQPD standards strategy • Attending conferences and sharing out • Subscriptions to professional periodicals	• ALICE School Safety Training refresher *PARENT AND COMMUNITY PROFESSIONAL DEVELOPMENT* • Provide all parents, title, community members, classes, resources and materials *PROFESSIONALISM* • Collegial sharing with staff plus HQPD standards strategy • Attending conferences and sharing out • Subscriptions to professional periodicals	• ALICE School Safety Training refresher *PARENT AND COMMUNITY PROFESSIONAL DEVELOPMENT* • Provide all parents, title, community members, classes, resources and materials *PROFESSIONALISM* • Collegial sharing with staff plus HQPD standards strategy • Attending conferences and sharing out • Subscriptions to professional periodicals	• Continue school safety training • Provide all parents, title, community members, classes, resources and materials • Collegial sharing with staff plus HQPD standards strategy • Attending conferences and sharing out • Subscriptions to professional periodicals

Professional Development Pillar

Vision Statement: We believe in providing our staff with the latest academic and operational tools to meet the demands of the ever-changing educational landscape.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
PROCEDURAL TRAINING • Special education manuals • Manuals on procedures forms – I.E.: Enrollment, absences, behavior, daily operations, education law including IDEA, 504s, English Language Learners, Homeless, Home Schooling *FIDELITY TO PROGRAMS AND PROCEDURES* • New staff training • Substitute training • Refreshers for current staff	*PROCEDURAL TRAINING* • Special education manuals • Manuals on procedures forms – I.E.: Enrollment, absences, behavior, daily operations, education law including IDEA, 504s, English Language Learners, Homeless, Home Schooling *FIDELITY TO PROGRAMS AND PROCEDURES* • New staff training • Substitute training • Refreshers for current staff	*PROCEDURAL TRAINING* • Special education manuals • Manuals on procedures forms – I.E.: Enrollment, absences, behavior, daily operations, education law including IDEA, 504s, English Language Learners, Homeless, Home Schooling *FIDELITY TO PROGRAMS AND PROCEDURES* • New staff training • Substitute training • Refreshers for current staff	*PROCEDURAL TRAINING* • Special education manuals • Manuals on procedures forms – I.E.: Enrollment, absences, behavior, daily operations, education law including IDEA, 504s, English Language Learners, Homeless, Home Schooling *FIDELITY TO PROGRAMS AND PROCEDURES* • New staff training • Substitute training • Refreshers for current staff	• Special education manuals • Manuals on procedures forms – I.E.: Enrollment, absences, behavior, daily operations, education law including IDEA, 504s, English Language Learners, Homeless, Home Schooling • New staff training • Substitute training • Refreshers for current staff

Professional Development Pillar

Vision Statement: We believe in providing our staff with the latest academic and operational tools to meet the demands of the ever-changing educational landscape.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Sustainability of professional development • Evaluate the delivery mechanisms for Professional Development: Delayed starts, Waiver Days, Summer, Saturdays, NEOEA day, Online, Webinars, Team Time	• Sustainability of professional development • Evaluate the delivery mechanisms for Professional Development: Delayed starts, Waiver Days, Summer, Saturdays, NEOEA day, Online, Webinars, Team Time	• Sustainability of professional development • Evaluate the delivery mechanisms for Professional Development: Delayed starts, Waiver Days, Summer, Saturdays, NEOEA day, Online, Webinars, Team Time	• Sustainability of professional development • Evaluate the delivery mechanisms for Professional Development: Delayed starts, Waiver Days, Summer, Saturdays, NEOEA day, Online, Webinars, Team Time	• Sustainability of professional development • Evaluate the delivery mechanisms for Professional Development: Delayed starts, Waiver Days, Summer, Saturdays, NEOEA day, Online, Webinars, Team Time

Transportation Pillar

Vision Statement: We believe in providing a safe, reliable and efficient transportation for all students in Sandusky City Schools. We haul the world's precious cargo.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Evaluate refined bussing for increase student/teacher contact time	• Evaluate refined bussing to increase student/teacher contact time	• Evaluate refined bussing to increase student/teacher contact time	• Evaluate refined bussing to increase student/teacher contact time	• Evaluate refined bussing to increase student/teacher contact time
• Improve communication through customer service and student-centered professional development	• Improve communication through customer service and student-centered professional development	• Improve communication through customer service and student-centered professional development	• Improve communication through customer service and student-centered professional development	• Improve communication through customer service and student-centered professional development
• Improve collaboration between buildings and among transportation staff	• Improve collaboration between buildings and among transportation staff	• Improve collaboration between buildings and among transportation staff	• Improve collaboration between buildings and among transportation staff	• Improve collaboration between buildings and among transportation staff
• Review expedient, organized building dismissals with staff involvement	• Review expedient, organized building dismissals with staff involvement	• Review expedient, organized building dismissals with staff involvement	• Review expedient, organized building dismissals with staff involvement	• Review expedient, organized building dismissals with staff involvement
• Safer Schools with staff/police involvement	• Safer Schools with staff/police involvement	• Safer Schools with staff/police involvement	• Safer Schools with staff/police involvement	• Safer Schools with staff/police involvement

Transportation Pillar

Vision Statement: We believe in providing a safe, reliable and efficient transportation for all students in Sandusky City Schools. We haul the world's precious cargo.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Purchase 3 new buses	• Purchase 3 new buses	• Purchase 3 new buses	• Purchase 3 new buses	• Purchase 3 new buses
• Evaluate field trip experiences	• Field trip experiences	• Field trip experiences	• Field trip experiences	• Field trip experiences
	• Floor replacement	• Update offices	• Digital radio communication upgrade	• Refine radio communication upgrade
	• Lot Maintenance including sealing, striping and painting		• Restore Ameritech Building	• Complete Ameritech Building
• Surveillance upgrades including digital and throughout the compound/constant upgrade with fleet	• Paint/restore front Transportation building	• Electronic Time Keeping through (Kronos – Swipe)		
• Nontraditional seat time impact on bussing	• Evaluate 2 hour delay system	• Evaluate 2 hour delay system	• Evaluate 2 hour delay system	• Implement evaluation of 2 hour delay system
• Electronic Rail Timers for diesel bus plug ins Acquire epa anti-idoling grant $73,000 grant • Add full time bus mechanic		• Purchase School Van		
• Traffic guards at all buildings	• Maintain/review traffic guards at all buildings	• Maintain/review traffic guards at all buildings	• Maintain/review traffic guards at all buildings	• Maintain/review traffic guards at all buildings

Student Nutrition and Food Service Pillar

Vision Statement: We believe in offering a well-balanced, nutritious dining experience providing an opportunity to be life-long learners of nutrition and its benefits.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Continued evaluation of equipment of implementation of replacement program • Professional development on Customer Service • Hot breakfast in all elementary buildings • Purchasing or leasing/leasing 2 vans for school usage • Involve Parents/Families in nutrition education • Increase number of participants in breakfast and lunch programs	• Continued evaluation of equipment and replacement cycle • Professional development on Customer Service • Hot breakfast in all elementary buildings • Involve Parents/Families in nutrition education • Increase the number of participants in breakfast and lunch programs	• Continued evaluation of equipment and replacement cycle • Professional development on Customer Service • Hot breakfast in all elementary buildings • Involve Parents/Families in nutrition education • Increase the number of participants in breakfast and lunch programs	• Continued evaluation of equipment and replacement cycle • Professional development on Customer Service • Hot breakfast in all elementary buildings • Trade in vans through a lease or buy program to purchase 2 new ones • Involve Parents/Families in nutrition education • Increase the number of participants in breakfast and lunch programs	• Continued evaluation of equipment and replacement cycle • Professional development on Customer Service • Hot breakfast in all elementary buildings • Involve Parents/Families in nutrition education • Increase the number of participants in breakfast and lunch programs

Student Nutrition and Food Service Pillar

Vision Statement: We believe in offering a well-balanced, nutritious dining experience providing an opportunity to be life-long learners of nutrition and its benefits.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Increase food quality while maintaining US Dept. of Ag guidelines	• Increase food quality while maintaining US Dept. of Ag guidelines	• Increase food quality while maintaining US Dept. of Ag guidelines	• Increase food quality while maintaining US Dept. of Ag guidelines	• Increase food quality while maintaining US Dept. of Ag guidelines
• Investigate School/District/Community Gardens	• Implement School/District/Community Gardens	• Maintain School/District/Community Gardens	• Expand School/District/Community Gardens	• Revaluate School/District/Community Gardens
	• Update digital menu boards in all buildings		• Update digital menu boards in all buildings	• Update digital menu boards in all buildings
• District-wide pancake breakfast for student awards	• District-wide pancake breakfast for student awards	• District-wide pancake breakfast for student awards	• District-wide pancake breakfast for student awards	• District-wide pancake breakfast for student awards
• Marketing options to include social media	• Marketing options to include social media	• Marketing options to include social media	• Marketing options to include social media	• Marketing options to include social media
• Professional development for all staff on nutrition and wellness	• Professional development for all staff on nutrition and wellness	• Professional development for all staff on nutrition and wellness	• Professional development for all staff on nutrition and wellness	• Professional development for all staff on nutrition and wellness
• Increase catering opportunities	• Increase catering opportunities	• Increase catering opportunities	• Increase catering opportunities	• Increase catering opportunities
• Lunch Bunch Committee to meet 2 times a year at the Brass Lantern	• Lunch Bunch Committee to meet 2 times a year at the Brass Lantern	• Lunch Bunch Committee to meet 2 times a year at the Brass Lantern	• Lunch Bunch Committee to meet 2 times a year at the Brass Lantern	• Lunch Bunch Committee to meet 2 times a year at the Brass Lantern

Student Nutrition and Food Service Pillar

Vision Statement: We believe in offering a well-balanced, nutritious dining experience providing an opportunity to be life-long learners of nutrition and its benefits.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Attract more staff to eat on-campus	• Attract more staff to eat on-campus	• Attract more staff to eat on-campus	• Attract more staff to eat on-campus	• Attract more staff to eat on-campus
• Enrichment classes for students on cooking and nutrition	• Enrichment classes for students on cooking and nutrition	• Enrichment classes for students on cooking and nutrition	• Enrichment classes for students on cooking and nutrition	• Enrichment classes for students on cooking and nutrition
• Child Nutrition Education	• Child Nutrition Education	• Child Nutrition Education	• Child Nutrition Education	• Child Nutrition Education
• District-wide free breakfast and lunch	• District-wide free breakfast and lunch	• District-wide free breakfast and lunch	• District-wide free breakfast and lunch	• District-wide free breakfast and lunch
• Replacement of high school cafeteria tables and chairs • Completion of murals in high school cafeteria • Completion of digital menu boards in all buildings • Walk in freezer at Mills • Replace freezers at Osborne				
• Explore grants and opportunities to secure funding for equipment replacement	• Explore grants and opportunities to secure funding for equipment replacement	• Explore grants and opportunities to secure funding for equipment replacement	• Explore grants and opportunities to secure funding for equipment replacement	• Explore grants and opportunities to secure funding for equipment replacement,

Parent and Community Involvement Pillar

Vision Statement: We believe parent involvement is fundamental to students' academic success and welcome parents, families and community members to be active participants in our schools.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Refine Family and Community Liaison position	• Continue Family and Community Liaison position	• Evaluate Family and Community Liaison position	• Refine Family and Community Liaison position based on evaluation	• Continue to refine Family and Community Liaison position based on evaluation
• Implement communications plan	• Refine communications plan	• Refine communications plan	• Refine communications plan	• Refine communications plan
• Evaluate Parent Involvement Retention & Recruitment Program	• Refine Parent Involvement Retention & Recruitment Program	• Refine Parent Involvement Retention & Recruitment Program	• Refine Parent Involvement Retention & Recruitment Program	• Refine Parent Involvement Retention & Recruitment Program
• Survey parents	• Survey parents	• Survey parents	• Survey parents	• Survey parents
• Refine Parent Summit experience	• Refine Parent Summit experience	• Refine Parent Summit experience	• Refine Parent Summit experience	• Refine Parent Summit experience
• Grow events in partnership with Sandusky Churches Adopt A School Partnership • Strengthen Superintendent's Parent Congress by increasing their role	• Grow events in partnership with Sandusky Churches Adopt A School Partnership • Sustain Superintendent's Parent Congress	• Grow events in partnership with Sandusky Churches Adopt A School Partnership • Sustain Superintendent's Parent Congress	• Grow events in partnership with Sandusky Churches Adopt A School Partnership • Sustain Superintendent's Parent Congress	• Grow events in partnership with Sandusky Churches Adopt A School Partnership • Evaluate progress of Parent Congress

Parent and Community Involvement Pillar

Vision Statement: We believe parent involvement is fundamental to students' academic success and welcome parents, families and community members to be active participants in our schools.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Continue support of Wightman/Weiber Safety Celebration	• Continue support of Wightman/Weiber Safety Celebration	• Continue support of Wightman/Weiber Safety Celebration	• Continue support of Wightman/Weiber Safety Celebration	• Continue support of Wightman/Weiber Safety Celebration
• Continue support of Community Resource Fair with United Way and Family Children First Council	• Continue support of Community Resource Fair with United Way and Family Children First Council	• Continue support of Community Resource Fair with United Way and Family Children First Council	• Continue support of Community Resource Fair with United Way and Family Children First Council	• Continue support of Community Resource Fair with United Way and Family Children First Council
• Increase participation and profile of building Parent Councils	• Sustain participation and profile of building Parent Councils	• Sustain participation and profile of building Parent Councils	• Sustain participation and profile of building Parent Councils	• Sustain participation and profile of building Parent Councils
• Increase participation and profile of Booster Clubs (Academic, Athletic, Band, Orchestra)	• Increase participation and profile of Booster Clubs (Academic, Athletic, Band, Orchestra)	• Increase participation and profile of Booster Clubs (Academic, Athletic, Band, Orchestra)	• Increase participation and profile of Booster Clubs (Academic, Athletic, Band, Orchestra)	• Increase participation and profile of Booster Clubs (Academic, Athletic, Band, Orchestra)
• Increase parent involvement at Compass	• Increase parent involvement at Compass	• Increase parent involvement at Compass	• Increase parent involvement at Compass	• Increase parent involvement at Compass
• Continue Court involvement	• Continue Court involvement	• Continue Court involvement	• Continue Court involvement	• Continue Court involvement

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Parent and Community Involvement Pillar

Vision Statement: We believe parent involvement is fundamental to students' academic success and welcome parents, families and community members to be active participants in our schools

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
• Increase parent involvement in elementary athletic programs • Refine Open House experiences to increase participation • Refine Parent Teacher conferences to increase participation • Increase academic opportunities for parents including Title I events • Conduct Parent Workshops with academic focus • Create Parent/Business Workshops	• Increase parent involvement in elementary athletic programs • Refine Open House experiences to increase participation • Refine Parent Teacher conferences to increase participation • Increase academic opportunities for parents including Title I events • Conduct Parent Workshops with academic focus • Create Parent/Business Workshops	• Increase parent involvement in elementary athletic programs • Refine Open House experiences to increase participation • Refine Parent Teacher conferences to increase participation • Increase academic opportunities for parents including Title I events • Conduct Parent Workshops with academic focus • Create Parent/Business Workshops • Incorporate community service hours into graduation requirement	• Increase parent involvement in elementary athletic programs • Refine Open House experiences to increase participation • Refine Parent Teacher conferences to increase participation • Increase academic opportunities for parents including Title I events • Conduct Parent Workshops with academic focus • Create Parent/Business Workshops • Evaluate community service hours as a graduation requirement	• Increase parent involvement in elementary athletic programs • Refine Open House experiences to increase participation • Refine Parent Teacher conferences to increase participation • Increase academic opportunities for parents including Title I events • Conduct Parent Workshops with academic focus/ have parent days- Open house/parent-teacher confrences/ect • Create Parent/Business Workshops • Evaluate community service hours as a graduation requirement

School Facilities Pillar

Vision Statement: We believe our facilities need to meet the educational demands and priorities of the Transformation Plan.

Summary- Pillar number twelve is the Facilities pillar. The Sandusky City Schools embarked on an historical journey in November of 2014 to build new schools and renovate Sandusky High School. Unfortunately, through a valiant effort by all committee members, staff, and community members, the bond issue failed by 16 votes. The defeat was devastating for the district and left the district reeling in self-doubt and questioning the direction it was going. After gathering the self-confidence back, the district has its sights set on a return to the ballot sometime in 2016.

The last plan was to build two new elementary buildings on separate sites and renovate portions of the high school. The Board of Education, administration, staff, students, and community members need to reconvene and refocus on the direction of the district and the needs of its students.

Meetings concerning the future of the Sandusky City Schools are forthcoming and it is imperative that our community become involved in the planning, designing, and implementation of a plan to build for the future. The district looks forward to your participation and planning for future growth within the Sandusky City Schools.