SANDUSKY CITY SCHOOLS

TRANSFORMATION PLAN 2014 - 2019

A Report to the Citizens of Sandusky, Ohio

- CHANGE
- REFORM
- ACTION

...Designed to *dramatically* redefine the delivery of academic & educational services. We want to position our *students* to compete at a

GLOBAL LEVEL.

TRANSFORMATION PLAN 2014 - 2019

CHANGE ▪ REFORM ▪ ACTION

Designed to dramatically redefine the delivery of acadmeic and educational services. We want to position our students to compete at a global level.

Sandusky City Schools

407 Decatur Street, Sandusky, OH 44870-2442 ● 419-626-6940 ● www.scs-k12.net

March 27, 2014

Faculty, Staff, Students, Parents, and the Sandusky Community:

The members of the Sandusky Board of Education are committed to continuing the long-standing tradition of providing quality educational programs to the students and families of our community. Since the founding of the Sandusky community nearly 200 years ago, the Sandusky City Schools has been an integral part of the fabric of our growth and development. We believe that the best days of the Sandusky community are yet ahead of us and we embrace our responsibility to ensure that the educational success of our students is organized and presented in a way that allow our students to compete with any students in the world.

We acknowledge that the world is changing around us in ways that in previous decades few of us would have imagined. In order to ensure that our students are prepared for any college or career opportunity that they choose, the Board of Education has directed the Superintendent and Chief Executive Officer to devise a progressive and visionary plan that would meet and exceed the competitive expectations of a 21st century global economy. The Transformation Plan that will be made public to the community on March 27, 2014 is the result of the collective effort of faculty, staff, parents and students in pursuit of bold academic and organizational ideas that will transform the educational landscape in Sandusky.

The Sandusky community has provided unprecedented support to our schools for many years. We thank you for the on going commitment to ensuring that our students can reach their potential. We embrace the Transformation Plan as a tool that will guide our policy decision making for the next five years. We encourage all citizens in our community to read the plan, ask questions, and find ways to contribute to the greatest asset in our community, that being the children enrolled in the Sandusky City Schools.

There will be a number of community meetings and open dialogue sessions for you to provide feedback on our plan. Thank you again for your support.

GO STREAKS!

Thomas Patterson
President
Sandusky Board of Education

March 27, 2014

Members of the Sandusky City Schools Board of Education,
Faculty, Staff, Students of Sandusky City Schools,
Parents, Grandparents, Guardians, and
Citizens of the Greater Sandusky Region:

The Transformation Plan of the Sandusky City Schools is designed to be the most dramatic, significant, and historic reform in the educational programs of our schools in the last fifty years. We believe the Transformation Plan will be seen as a pivotal and defining period of our schools and community. This will require a historic and unprecedented commitment on behalf of the entire region to ensure our success.

The Transformation Plan marks the culmination of phase one of the works associated with dramatically advancing the innovative and creative aspects of our educational system. Our goal is to build on the pride, tradition, and excellence of our past and to embrace the technologically and computer generated realities of our present and future. The second phase of the Transformation Plan will be to implement twelve unique academic and organizational priorities, known as the Twelve Pillars of the Transformation Plan. The success of the Transformation Plan will be determined by the degree to which all of us are willing to embrace change, reform, and resist the status quo.

We are living in a fast-paced technologically driven world where information is computed, analyzed, and shared in a manner of seconds. Students who are graduating from high schools across the world today find themselves in an amazingly competitive environment where competency, skills, and the ability to communicate are key factors leading to making college and career choices. Our students deserve our best effort and I am confident that by working together we can achieve the goals of this plan.

Each of us has a responsibility to ensure that the next generation is prepared for greatness. Our faculty and staff believe in our students and in our community. We embrace this dramatic paradigm shift in our engagement and learning and encourage the entire community to join us in making sure our students are prepared for their chance at greatness.

Sincerely,

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

Sandusky City Schools

407 Decatur Street, Sandusky, OH 44870-2442 ● 419-626-6940 ● www.scs-k12.net

March 27, 2014

To our Students, Faculty, Staff, Parents and Community Members:

The Sandusky City School district has a long history of tradition, pride, and educational excellence. The school district has always been a leader in academics, athletics, and in the fine arts. Through these opportunities, our students have the potential to reach and achieve academic success.

Through the leadership of Dr. Eugene Sanders and the Board of Education, Sandusky City Schools is prepared to implement the five-year Transformation Plan to change how we instruct students and conduct business within the district.

The Sandusky City Schools is excited for educational change and look forward to a prosperous and bright future. Many thanks must go to the hundreds of people who have had input into the process and especially the forty-five dedicated members of the Transformation Plan Committee. The committee members worked extremely hard and long hours to give excellent feedback for educational change. This Plan and direction would not have been possible without the dedication of these members.

The finalization of the Transformation Plan was tedious and time-consuming but yet filled with extreme satisfaction. The Sandusky City Schools is moving in a positive, transforming, and innovative direction full of promise.

Yours in Education,

David Danhoff
Chief of Staff and Transformation Officer

Julie McDonald
Chief Academic Officer PreK-16

Sandusky City Schools
Transformation Committee 2014

These individuals have volunteered countless hours in the development of this Transformation Plan. This process required the dedication of people who believe in the Sandusky City Schools, our students, student families and our community.

Jude Andres
Brooke Austin
Lynette Baxley
Tina Beatty
Brandy Bennett
Linda Biddlecombe
Karen Blackburn
Julie Brooks
Donna Brown
Pamela Brumbaugh
Robert Burch
Theodore Caleris
Stephanie Cantley
Lou Ann Cebull
William Coakley
Jackie Collins
Dave Danhoff
Adam Davis
Emily Doles
Eric Eckenrode
Carolyn Esposito
Wilson Forney
Karen Foss

Chris Gildenmeister
Claire Grantier
Joe Hayberger
Elizabeth Herman-Wells
Brad Hite
Faith Hixson
Eddie Holman
Jillian Jaunzemis
Daniel Klohn
Liz Klohn
Brad Kraft
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Betty Maceo
Julie Martin
Julie McDonald
Dr. Judy Monaghan
Rebecca Muratori
Renee Neyman
Brian Nitschke
Chris Norwell-Fischer
Kristen Nowak
Kathy Pace-Sanders

Becky Painter
Ted Peters
Melissa Phillips
Jackie Riedy
Kevin Robertson
Amy Roldan
Sharon Ruggles
Heather Russell
Scott Russell
Mike Schmenk
Shelagh Schreck
Sabrina Scott
Dustin Sharp
Vicki Slaughter
Sheryl Schlosser
Tara Toft
Kevin Toms
Jill Wasiniak
Conor Whelan
Linda Wohl
Virginia Zahniser
Nancy Zechman
Michele Ziemke

Sandusky Board of Education
Mr. Thomas Patterson, President
Mrs. Martha Murray, Vice-President
Mrs. Brigitte Green-Churchwell, Member
Mr. Jeff Krabill, Member
Mrs. Katie Vargo, Member

Sandusky City Schools
Dr. Eugene T.W. Sanders, Superintendent & Chief Executive Officer
David Danhoff, Chief of Staff and Transformation Officer
Julie McDonald, Chief Academic Officer PreK-16
Kevin Robertson, Treasurer & Chief Financial Officer

A special thanks to all Parents & Community members for their support at our Annual Parent Summit, and their participation in Sandusky City Schools Transformation Plan.
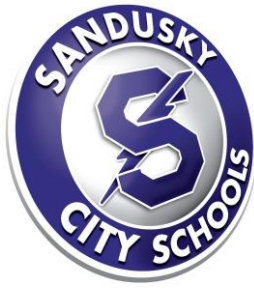
SANDUSKY CITY SCHOOLS TRANSFORMATION PLAN

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TIMELINE FOR TRANSFORMATION PLAN

Dr. Eugene Sanders, Superintendent and CEO received the charge from Sandusky City Schools Board of Education in the spring of 2013 to systematically review all facets of the district and design a plan from which our district could transform into a premier educational institution. The Chief of Staff and Transformation Officer became the project lead and the Transformation Committee was formed.

The Transformation Committee began meeting in June of 2013 and by its August meeting, membership encompassed thought leaders, district faculty and staff, parents and community members. Brainstorming sessions occurred and an initial twenty-three pillars were formed. Throughout the month of September, bi-weekly meetings narrowed down the areas. In October, the twelve Pillars became the foundation of the Transformation Plan. Pillar captains were named and subcommittees were created.

Beginning in November of 2013, the Pillar subcommittees began meeting to address their areas for growth, concerns, and to research solutions. To gain input, posters of the twelve Pillars were put in all buildings to provide an additional way for all faculty, staff, and community members to add their thoughts. December brought weekly meetings of the subcommittees. Also, beginning in December and continuing through February of 2014, each Pillar subcommittee hosted a community meeting. These meetings allowed parents, faculty, staff, and community members the opportunity to voice their ideas, thoughts, and concerns related to each Pillar.

In late January and into early February, each Pillar captain presented the subcommittee's findings and recommendations to the Transformation Committee as a first draft. Throughout the months of February and March, the Transformation Executive Committee reviewed the findings and recommendations. Additional subcommittee meetings were held as necessary. On March 12, 2014, Dr. Sanders was presented with The Transformation Plan for the Sandusky City Schools. Through the hard work of many dedicated professionals comes a robust document that will lead our district's innovative actions for the next five years.

BUILDING A CASE
FOR TRANSFORMATION IN
THE SANDUSKY CITY SCHOOLS

For over 170 years, the Sandusky City Schools has enjoyed a legacy of pride, tradition, and excellence in its academic and student activities. From the first four students who graduated in 1855 from Sandusky High School (Adams Junior High), to the graduating class of 2014, our schools have produced outstanding local, state, and national leaders. Over twenty-seven thousand graduates have contributed to the quality of life in our community. The success of our district is central to the success of the city and the region. In order to meet and exceed the demands of the 21st century economy, and to ensure the long-term viability of our city, Sandusky City Schools must provide an educational system that is transformative, responsive to education and technology trends, and builds on the strength of the core values of our community.

The Sandusky City Schools believes students and families deserve a school system that is dynamic, engaging, and reflective of a growing and progressive community. Our schools have enjoyed unprecedented support from our voters over the decades in terms of levies, bond issues, and general support for our children and educational programs. We have had stable leadership from strong board members over the decades to a statewide reputation for long serving superintendents and treasurers. We are respected in our region and among our peers for our stable schools and our ability to focus on students and families. For over a century, local foundations and philanthropic organizations have contributed millions of dollars to support our academic programs. We live in a giving and gracious community where our citizens routinely come together supporting civic and child-based initiatives.

We are at a crossroads in our educational system. We could easily rest on the laurels of decades past, and continue to talk about how successful and progressive we were in previous generations. Our current Board of Education has directed the Senior Leadership Team to provide an innovative academic design that will ensure that students who attend our schools graduate able to compete in a 21st century competitive environment. As a result, since February 2013, the Sandusky City Schools have been engaged in transformation-oriented discussions where we assessed our programs and orchestrated a framework for reform. The leadership framework of the district was reorganized and positions were merged resulting in a Chief of Staff and Transformation Officer position, as well as a Chief Academic Officer PreK-16 position.

In the fall of 2012, the Senior Leadership Team introduced the *Next Level* academic design, which focuses on elevating each student to the next level of academic performance as defined by his or her growth on the statewide academic report card. The *Next Level* plan is based on individual student growth and building level improvement, both of which results in overall district academic performance. This academic plan also has a personal professional expectation designed to encourage each employee to advance their own professional commitment to an enhanced level, with our students being the primary beneficiary of our dedicated work and commitment to improve.

In the spring of 2013, our Transformation Committee was formed. This committee included approximately forty-five thought leaders both internal and external to the school system. These individuals were charged with providing critical observations about the Sandusky City Schools and offered bold, innovative, and creative recommendations to ensure the long-term success of our schools. The Transformation Committee met for over ten months and the end result of their work has come to be known as *The Transformation Plan*.

The Transformation Plan is designed to dramatically redefine the delivery of academic and educational services positioning our students to compete at a global level. Building a case for transformation in the Sandusky City Schools is based on longitudinal research that progressive school districts have used nationwide.

Our case for transformation is built on comprehensively understanding the conditions for student learning in our schools. We believe these conditions have six major tenants that support our critical reform conditions. These six tenants are: (a) building on a strong and dynamic curriculum and instructional design, (b) ensuring we have talent and leadership development, (c) creating an innovative high school portfolio design, (d) supporting quality elementary schools with strong foundational core instruction, (e) demanding robust accountability to ensure transparency, and (f) addressing social and emotional learning for families and our community. A more comprehensive discussion of these tenants is described in the Executive Summary.

Our case for transformation is based on our belief that critical reform conditions exist in our district. These critical reform conditions include strong senior leadership; experienced building principals; collaborative labor organizations including the Sandusky Education Association and the Sandusky Non-Teaching Education Association; faculty and staff members committed to our students and invested in the community; strong parental support; supportive voters; business and industry leadership support; community and faith leadership support; and a vested foundation and philanthropic community.

Our case for transformation must have foundational stability to ensure the principles on which *The Transformation Plan* is built. The Transformation Plan's core foundation must have at least three aligned aspects: (a) district financial stability, (b) strong board governance and political balance, and (c) state and federal educational policy aligned with transformational ideology and reform.

This is our time for action. The conditions for change, reform, and transformation are perfectly aligned in our schools and community. Our goal is to position our schools and community for success. We encourage you to join us in this historic time.

College Ready, Career Ready, Life Ready

Pride, Tradition, Excellence

EXECUTIVE SUMMARY OF
THE TRANSFORMATION PLAN
March 27, 2014

The Board of Education directed the Superintendent and CEO to assess the overall academic and organizational quality of the Sandusky City Schools. As a result, over the last year, a series of reviews, research, and open meetings occurred in which feedback was sought regarding the quality of education in the Sandusky City Schools. Our conclusion is we have a strong legacy of tradition, pride, and excellence in our schools. Elements of our traditions are evident in our schools every day. However, in order to meet and exceed the expectations of the 21st century, we believe a transformation of our schools and programs is needed. As a result, the Transformation Committee met and focused on twelve organizational priorities that ultimately make up the core recommendations of the Transformation Plan. The primary goal of the Sandusky City Schools Transformation Plan is to dramatically redefine the delivery of academic and educational services positioning our students to compete at a global level. This five-year plan is built on the existing Strategic Plan and offers an innovative new direction for our schools. This plan is based on empirical research and merged with an emphasis on visionary and innovative curriculum design. The Transformation Plan is designed to be bold and will serve as a pivotal juncture in the history of our schools and will provide the framework for reform. The redesign of our schools will meet 21st century learning standards. There are seven primary implementation goals of the Transformation Plan:

1. Redefine the learning experience for every student in the Sandusky City Schools ensuring students will secure desired professional and career goals through choice and quality options.

2. Build upon the successful programs and initiatives that have experienced success in the District, and eliminate and redesign those that do not meet 21st century academic standards.

3. Advance innovation, creativity, and visionary academic programs with transformation guidelines focused on sustained growth and development of students.

4. Increase accountability for results by all employees in the Sandusky City Schools and make certain we are exceeding the expectations of our parents and citizens.

5. Align our budget to the transformation initiatives and utilize a return on investment model designed to measure outcomes with appropriate metrics.

6. Maintain financial integrity of our school system while continuing transformational redesign.

7. Create a dashboard evaluation system where board members, parents, citizens, and students can offer public feedback on our progress on the Transformation Plan.

KEY TRANSFORMATIONAL STRATEGIES

- Emphasis on Customer Service: The Sandusky City Schools will continue to make customer service a priority in the district. We seek the ultimate customer experience as evaluated by students, faculty, staff, parents, and citizens of Sandusky. We will emphasize 24-hour response to email and phone calls, seven-day response to written correspondence, and emphasis on customer service training for all staff. We believe in exemplary customer service to promote student recruitment and retention as well as enhance the experience of our community.

- The Next Level: The Sandusky City Schools' academic improvement plan is designed around customizing and individualizing the student learning experience. Each student is expected to experience academic growth over the course of the school year. Individual student growth is based on instructional strategies, benchmark assessments, and specific intervention. The Next Level initiative also has a professional development quality where each employee is expected to set and achieve goals based on student academic growth and success of our district.

- PreK–12 Instructional Design: All schools will emphasize a student centered learning environment designed around the instructional strategy of Problem/Project Based Learning. Problem/Project Based Learning is a teaching methodologies in which students gain knowledge and skills by working collaboratively to investigate and respond to a complex question, problem or challenge. Essential skills of PBL include a focus on significant content, 21st century competencies, in-depth inquiry, applying knowledge to content, communication of creative ideas, revision and reflection, and providing a public audience for students to present their work.

- Science, Technology, Engineering, Arts, and Mathematics (STEAM): An emphasis on STEAM will be the framework for grades Kindergarten through grade twelve. The United States Department of Commerce estimates that by 2018 our country will have 1.2 million jobs unfilled in science, technology, engineering and math fields because the workforce will not possess the necessary skills or interest to fill them. The Sandusky City Schools envisions this priority as critical for our students. We believe an investment in this academic priority is central to the Transformation Plan.

- Educational Vision with Innovation and Creativity**:** We believe the cornerstone of educational success in the Sandusky City Schools is tied to innovation and creativity. The Transformation Plan will invest in innovative initiatives such as the Regional Center for Advanced Academic Studies, the Sandusky Digital Academy (Compass Academy), PRIDE Academy (emphasis on offering all students options and innovation), and developing creative visionary plans for Sandusky Career Center.

- Emphasis on a Global Experience for High School Students: The Sandusky City Schools will alter the final semester of the senior year for all high school students. Every student who graduates from Sandusky High School will be required to have a global experience in one of three areas; (a) a global experience where students are enrolled in a university course with emphasis on international affairs or STEAM related activities, (b) local, regional and state wide internships with STEAM modeled industry, business, or firm. (c) students remain local but enroll in STEAM online course through area universities. Students will work with faculty advisors and be required to deliver a public presentation on their experiences to the community.

- Create Blue Streak University: This Early College opportunity will allow students to pursue university credit while in high school. Our maximum goal would be for students to graduate from Sandusky High School with an Associate Degree from an accredited college or university.

- Athletics and Student Activities: The Sandusky City Schools will assume all organizational, management, and daily implementation of athletics and activities from grades PreK-12 effective July 1, 2014. This management decision will allow for greater alignment of athletic priorities within the district and expand the number of activities for students

- Technology Infrastructure: Sandusky City Schools must be significantly upgraded to meet the demands of a global focused 21st century education. Our priority will be to enhance hardware and software upgrades that promote seamless technology integration into our instructional and systemic deliveries. We also seek to partner with local government and county policy makers to ensure public access to the Internet for educational purposes.

- High Quality Professional Development: Required for all faculty and staff, as well as our parents and community members. In addition to professional development, faculty evaluation aligned with student growth and outcomes will enhance the professional development abilities and increased academic achievement of our student body.

- Parent and Community Involvement: Parent community involvement will remain a high priority for the Sandusky City Schools. We will continue to utilize social media, technology, and town hall meeting formats to communicate and seek feedback from our parents and citizens. We will build on our current successful strategies including Parent Congress (a group of parent school leaders that meet with the Superintendent & CEO monthly on critical school decisions), and effective Parent Councils at each building. We will continue to enhance and support our multiple booster associations and support the transparency of community in an open, frank, and straight-forward manner.

- Comprehensive Restructuring of Adult Education and the Sandusky Career Center: Our plan is to conduct an external review and assessment of our Adult Education and Sandusky Career Center offerings and programs. We intend to rewrite all job descriptions from top to bottom, post the new jobs for state and national access to the new job opportunities, and promote a business model of engagement focused on return on investment. Our goal is to offer a 21st century model of Adult and Career options where we utilize technology as a core instructional tool.

- Transportation Services and Nutrition and Food Service: The student and parent experience in transportation, nutrition, and food service will be enhanced to create an exemplary customer service experience. Emphasizing on-time arrival, addressing customer feedback and providing multiple options for food and nutrition experiences will be priorities.

- The Future of School Facilities: The Sub-Committee on School Facilities has conducted dozens of community meetings focused on how school facilities impact the Transformation Plan. Following the rollout of the Transformation Plan, and community meetings, the Board of Education will receive a recommendation from the Senior Leadership Team related to school facilities. The key question will focus on whether or not we currently have the school facilities to meet or exceed the recommendations of the Transformation Plan. Additionally, we will review cost sharing options, technology needs, faculty requests, and assessing the degree to which our students are prepared for the global experience. We anticipate making a recommendation to the Board of Education by the end of this current academic year.

EVALUATING AND COMMUNICATING PROGRESS OF THE TRANSFORMATION PLAN

Every strategic and organizational plan must have a method by which the goals can be assessed to determine growth, need for intervention, and ensure transparent communication with the internal and external stakeholders. The Board of Education has directed the Senior Leadership Team to share our progress in an open and transparent manner and to ensure this information is posed in public venues to create awareness of how progress toward achieving the goals of the Transformation Plan is being measured. We will take the following steps to publicly communicate our progress:

1. During the Board of Education's quarterly work retreats, the Senior Leadership Team will provide a report to the Board on the progress being made on each of the goals of the Transformation Plan. The Superintendent and CEO will provide written reports at these meetings as well as direct selected staff to provide reports to the Board of Education and the larger Sandusky community. All meeting dates will be posted on the district's website.

2. Create an Executive Committee on the Transformation Plan made up of internal and external thought leaders to assess the progress and growth of the Transformation Plan. The Chief of Staff and Transformation Officer of the Sandusky City Schools will chair the Executive Committee.

3. Post updates and monthly reporting on the progress of the Transformation Plan on the district's website: www.scs-k12.net

4. Utilize the Superintendent's Executive Leadership Academy (student leaders in grades 9-12 at Sandusky High School) to provide feedback on the student experiences related to the policy changes of the Transformation Plan.

5. Utilize the community email for the Superintendent, ASKDRSANDERS@SCS-K12.NET for community questions on the Transformation Plan or any question about district operations. Parents and citizens are encouraged to use the suggestion boxes located at each school in the district, or talk directly to any school principal in the Sandusky City Schools.

THE PILLARS OVERVIEW

The Transformation Plan is organized in twelve components defined as Pillars. The pillars reflect the areas where the Sandusky City Schools have reviewed, redesigned, and provided bold recommendations to meet our goals and expectations.

- Pillar One: The Academic Pillar is comprised of the core educational tenants of the school district; specifically focusing on Pre-School, Elementary, Middle school, and High school experiences. Additionally, we placed our academic recommendations on curriculum and instructional design under the Office of the Chief Academic Officer.

- Pillar Two: The College and Career Readiness Pillar is focused on strategies associated with ensuring that each student is prepared for college or career options. Students will be provided a series of college and career opportunities at the middle and high schools levels.

- Pillar Three: The Adult and Global Readiness Pillar emphasizes the importance of contemporary and relevant adult education offerings

- Pillar Four: The Fine and Performing Arts Pillar will complement our existing programs offering students contemporary performing arts options.

- Pillar Five: The Student Services Pillar will address multiple areas of student priorities, especially students and their matriculation through our schools where a variety of educational options are available. The Student Services pillar will focus on initiatives such as response to instruction and intervention, communication and language development, social emotional dynamics, and offering students an opportunity to merge their skills and interests with community agencies and organizations.

- Pillar Six: The Athletic and Student Activities Pillar centers on offering our students comprehensive athletic and activity opportunities from PreK-12. Our priority is focused on reorganizing these options and presenting a menu of athletic and activity programs that encourage participation at all levels.

- Pillar Seven: The Technology Pillar will significantly upgrade our instructional technology integration, practice, and infrastructure. Our vision is to be a regional and state leader in technology. Our instruction and infrastructure will be designed to meet our daily academic needs. We will provide easy access for both students and community members.

- Pillar Eight: The Professional Development Pillar acknowledges that our faculty and staff need the necessary professional development training which is aligned to goals of our plan. This professional development will also be aligned to the expectations associated with our evaluation system.
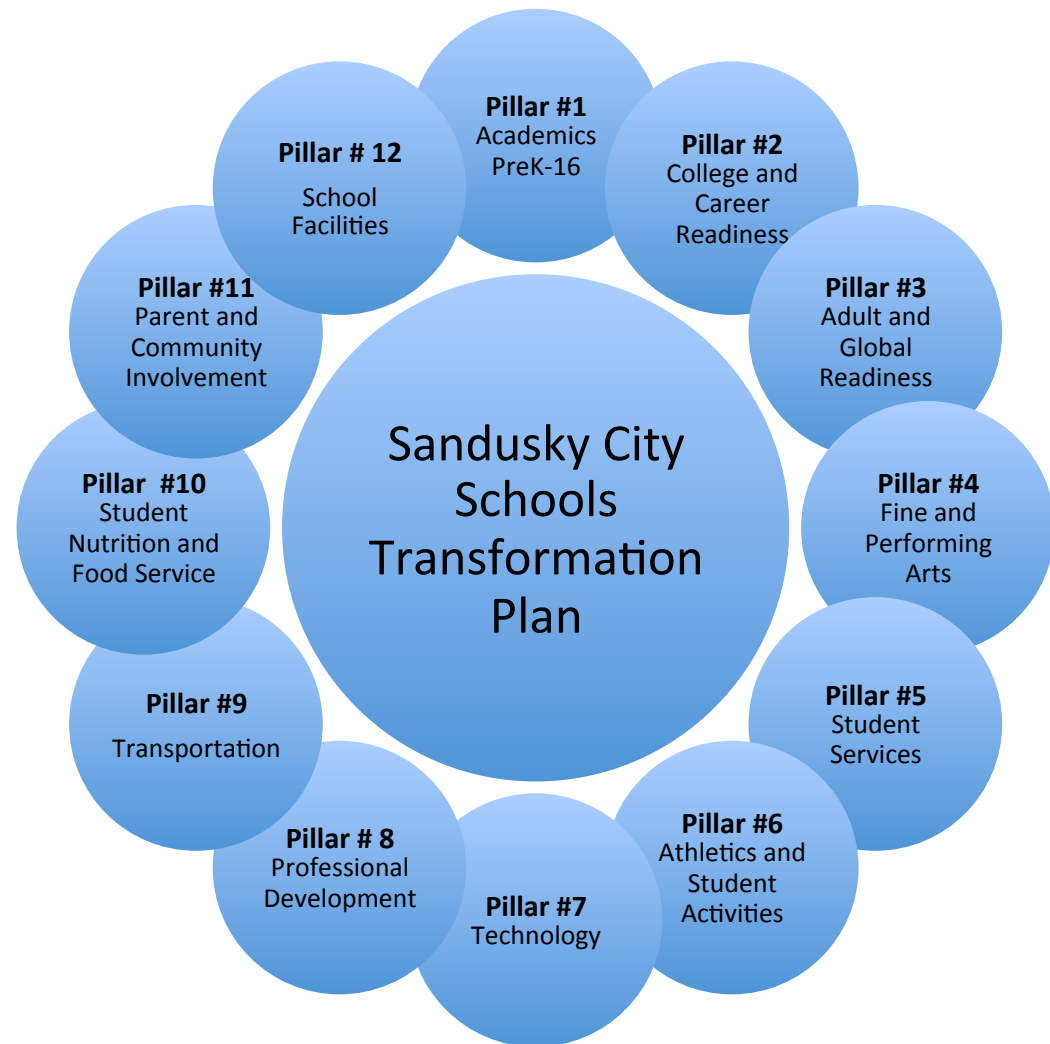
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- Pillar Nine: The Transportation Pillar will seek to meet and exceed the customer experience of our students and families as associated with our student transportation system. The emphasis of this pillar is aligned with identifying metrics to ensure on-time arrival goals, increased customer satisfaction, and safety. Evaluation instruments will be utilized to measure these metrics.

- Pillar Ten: The Student Nutrition and Food Service Pillar is focused on offering high quality food options to students and faculty that is aligned with state and federal guidelines on nutritional value. Customer service is the highest priority and we will use measured outcomes in evaluation instruments to assess our progress.

- Pillar Eleven: The Parent and Community Engagement Pillar seeks to provide dynamic and transparent communication with our parents and citizens. We intend to offer multiple opportunities for parents to engage with our schools and our goal is to listen, seek feedback, and clearly communicate our priorities to our parents and community members.

- Pillar Twelve: The School Facilities Pillar will follow on the recommendations of the Transformation Plan. The Senior Leadership Team in concert with feedback from our community, faculty, and staff, will provide a visionary and fact based recommendation to the Board of Education regarding the future of school facilities in the Sandusky City Schools.

Sandusky City Schools
5 Year
Transformation Plan

Goal: The Sandusky City Schools Transformation Plan is designed to dramatically redefine the delivery of academic and educational services. We want to position our students to be able to compete on a Global Level.

Sandusky City Schools Transformation Plan

Pillar #1 — Academics PreK-16
Pillar #2 — College and Career Readiness
Pillar #3 — Adult and Global Readiness
Pillar #4 — Fine and Performing Arts
Pillar #5 — Student Services
Pillar #6 — Athletics and Student Activities
Pillar #7 — Technology
Pillar #8 — Professional Development
Pillar #9 — Transportation
Pillar #10 — Student Nutrition and Food Service
Pillar #11 — Parent and Community Involvement
Pillar #12 — School Facilities

Fiscal Accountability and Sustainability

Board of Education • *Governance* • *Leadership* • *Vision*

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Step Up To Quality	• Step Up To Quality	• Step Up To Quality	• Step Up To Quality	• Step Up To Quality
	• Move to one location			• Universal PreSchool for all
• New assessments	• Continue to develop assessments	• Continue to develop assessments	• Continue to develop assessments	• Continue to develop assessments
• Kindergarten Camp	• Kindergarten Camp	• Kindergarten Camp	• Kindergarten Camp	• Kindergarten Camp
		• Study transportation for all students	• Implement result transportation for all students	• Evaluate transportation for all students
• Enhance Academic Curriculum	• Enhance Academic Curriculum	• Enhance Academic Curriculum	• Enhance Academic Curriculum	• Evaluate Academic Curriculum
			▪ Regional tuition-based PreSchool	▪ 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	• Outreach to parents through home visits, classes and parent-child activities

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Academic Pillar
PreSchool Experience

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

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	• Extended Day PreSchool	• Extended Day PreSchool	• Extended Day PreSchool	• Extended Day PreSchool
• Study extended opportunities	• Implement kindergarten plus in elementary buildings	• Implement kindergarten plus in elementary buildings	• Implement kindergarten plus in elementary buildings	• Implement kindergarten plus in elementary buildings
	• Portfolio Assessment (online) with developmental assessment component	• Portfolio Assessment (online) with developmental assessment component	• Portfolio Assessment (online) with developmental assessment component	• Portfolio Assessment (online) with developmental assessment component
• Outside agency satellites	• Outside agency satellites	• Outside agency satellites	• Outside agency satellites	• Outside agency satellites
• Interaction with Kindergarten classrooms	• Interaction with Kindergarten classrooms	• Interaction with Kindergarten classrooms	• Interaction with Kindergarten classrooms	• Interaction with Kindergarten classrooms
• Kindergarten Open House in spring	• Kindergarten Open House in spring	• Kindergarten Open House in spring	• Kindergarten Open House in spring	• Kindergarten Open House in spring

Academic Pillar
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, STEAM, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Student-centered Instruction	• Student-centered Instruction	• Student-centered Instruction	• Student-centered Instruction	• Student-centered Instruction
• Research looping	• Implement recommendations from looping research			
				• Earn Blue Ribbon School Status
• Implement service delivery for Third Grade Reading Guarantee	• Evaluate service delivery for Third Grade Reading Guarantee			
				• Earn Schools of Promise Status
• Increase access to devices/technology	• Increase access to technology/devices	• Increase access to technology/devices	• Increase access to technology/devices	• Increase access to technology/devices

Academic Pillar
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, STEAM, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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	• Incorporate instructional experiences outside of the traditional classroom and day	• Incorporate instructional experiences outside of the traditional classroom and day
• Reinstate 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	• Follow textbook adoption cycle, including professional development to support purchases and resource adoption
• Continue with iEvolve and CORES PD	• Continue with iEvolve grades 3-5	• Sustain iEvolve grades 3-5	• Sustain iEvolve grades 3-5	• 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	• Plan and implement district level activities by grade	• Plan and implement district level activities by grade	• Plan and implement district level activities by grade	• Plan and implement district level activities by grade

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, STEAM, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	• Implement recommendations for library/media centers	• Implement recommendation for library/media centers	• Grow role library/media centers	• Grow role library/media centers
• Restructure ENCORE (music, art, physical education, strings, library, foreign language) classes	• 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
• Implement 6th grade transition plan with Middle School	• 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	• Revise 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

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, STEAM, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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	• Improve summer offerings and experiences to increase student participation	• Improve summer offerings and experiences to increase student participation
• 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
• Streamline assessment program (data reporting, analysis, instructional changes)	• Implement assessment program (data reporting, analysis, instructional changes)	• Implement assessment program (data reporting, analysis, instructional changes)	• Refine assessment program (data reporting, analysis, instructional changes)	• Refine assessment program (data reporting, analysis, instructional changes)
• Create an assessment handbook	• Continue to develop and maintain assessment handbook	• Continue to develop and maintain assessment handbook	• Evaluate assessment handbook	• Refine assessment handbook

Academic Pillar
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, STEAM, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Strengthen Problem-Based Learning and begin STEAM instructional design	• Introduce STEAM design	• Full implementation of STEAM design	• Full implementation of STEAM design	• Full implementation of STEAM design

Academic Pillar
Middle School Experience

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

Student Centered Design focuses on each individual student's strengths and areas for growth. Instructional delivery incorporating Problem/Project Learning, STEAM, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Student-led instruction that includes Problem/Project-Based delivery	• Student-led instruction that includes Problem/Project-Based delivery	• 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
• Classroom 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	• 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
• Begin STEAM exploration	• Introduce STEAM design	• Full implementation of STEAM design	• Full implementation of STEAM design	• Full implementation of STEAM design
• Research single gender classes	• Pilot single gender classes based on recommendation	• Potentially expand single gender classes	• Potentially expand single gender classes	• Potentially evaluate single gender classes
• Move to school wide Title I Service	• 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

Middle School Experience

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

Student Centered Design focuses on each individual student's strengths and areas for growth. Instructional delivery incorporating Problem/Project Learning, STEAM, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Increase foreign language options	• Increase foreign language options	• Evaluate foreign language options	• Implement foreign language options	• Continue foreign language options
• Strengthen SLC & 21 Century Class to reflect STEAM philosophy	• Strengthen SLC & 21 Century Class to reflect STEAM philosophy	• Strengthen SLC & 21 Century Class to reflect STEAM philosophy	• Strengthen SLC & 21 Century Class to reflect STEAM philosophy	• Evaluate SLC & 21 Century Class to reflect STEAM philosophy
• Expand field trip options to include overnight experience	• 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
• Expand tech prep opportunities to Middle School through career exploration in 8th grade	• Expand tech prep opportunities to Middle School through career exploration in 7th grade	• Expand tech prep opportunities Middle School through career exploration	• Expand tech prep opportunities Middle School through career exploration	• Expand tech prep opportunities Middle School through career exploration
• Explore non-traditional scheduling option in conjunction with Sandusky High School	• Implement findings on scheduling options			

Middle School Experience

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

Student Centered Design focuses on each individual student's strengths and areas for growth. Instructional delivery incorporating Problem/Project Learning, STEAM, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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 7th Grade - Blended learning	• Increase course offerings 8th Grade – Blended learning	• Increase course offerings thru Blended learning	• Increase course offerings thru Blended 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
• Expand learning space				

Middle School Experience

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

Student Centered Design focuses on each individual student's strengths and areas for growth. Instructional delivery incorporating Problem/Project Learning, STEAM, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Increase quality of technology and integration into instruction	• Increase quality of technology and integration into instruction	• Increase quality of technology and integration into instruction	• Increase quality of technology and integration into instruction	• Increase quality of technology and integration into instruction
• Refine alternative placement/services	• Refine alternative placement/services	• Refine alternative placement/services	• Refine alternative placement/services	• Refine alternative placement/services
• Monitor services for students with disabilities	• Monitor services for students with disabilities	• Monitor services for students with disabilities	• Evaluate services for students with disabilities	• Refine services for students with disabilities
• 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	• Improve summer offerings and experiences to increase student participation	• Improve summer offerings and experiences to increase student participation

High School Experience

Vision Statement: We believe in preparing students for college, career and military readiness 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, STEAM, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Student-centered instruction that includes Interdisciplinary Instruction and Problem Based-Learning	• Student-centered instruction that includes Interdisciplinary Instruction and Problem Based-Learning	• Student-centered instruction that includes Interdisciplinary Instruction and Problem Based-Learning	• Student-centered instruction that includes Interdisciplinary Instruction and Problem Based-Learning	• Student-centered instruction that includes Interdisciplinary Instruction and Problem Based-Learning
• Define Global High School Experience	• Begin first year of local and/or national global experience for current seniors	• Begin first year of international global experience		
• Create Global Perspectives Course	• Implement Global Perspectives Course	• Evaluate Global Perspectives Course	• Refine Global Perspectives Course	• Refine Global Perspectives Course
• Offer college entrance exam (ACT, SAT, ACTCOMPASS) prep class via Nova Net	• Expand college entrance exam prep class via Nova Net	• Continue college entrance exam prep class via Nova Net	• Evaluate college entrance exam prep class via Nova Net	• Sustain college entrance exam prep class via Nova Net

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Academic Pillar
High School Experience

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Vision Statement: We believe in preparing students for college, career and military readiness 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, STEAM, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Evaluate schedule for Non-Traditional Options including: Zero hour, Blended electives for juniors and seniors, Credit Flex, Online only, Block-hybrid in conjunction with Sandusky Middle School	• Implement new schedule based on evaluation			
• Begin tours of Institutions of Higher Education	• Expand tours of Institutions of Higher Education	• Continue tours of Institutions of Higher Education	• Evaluate tours of Institutions of Higher Education	• Re-design tours of Institutions of Higher Education
• Begin working with local businesses, unions, and non-profit organizations to design internships, and apprenticeship opportunities.	• Build internships and apprenticeships, and student leadership opportunities	• Expand internships, apprenticeships, and student leadership opportunities	• Continue internships, apprenticeships, and student leadership opportunities	• Evaluate internships, apprenticeships, and student leadership opportunities

High School Experience

Vision Statement: We believe in preparing students for college, career and military readiness 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, STEAM, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	• Begin developing student leadership opportunities with local businesses	• Implement student leadership opportunities with local businesses	• Incorporate community service hours into graduation requirement	• Evaluate community service hours as a graduation requirement
• Evaluate credits for graduation including online course requirements	• Begin online course requirement for graduation	• Develop online course requirement for graduation	• Refine online course requirement for graduation	• Evaluate and redesign online course requirement for graduation
• Introduce College and Career Majors	• Evaluate College and Career Majors	• Develop College and Career Majors	• Continue College and Career Majors	• Refine College and Career Majors
• Define and implement weighted categories within classes	• Evaluate weighted categories within classes			
• Evaluate PSEOP/Dual Enrollment for Associate's Degree	• Build PSEOP/Dual enrollment options	• Begin Associate's degree program through articulation agreements and College Credit Plus/PSEOP/Dual Enrollment	• Seniors complete Associate's degree	• Increase the number of Associate's degrees earned

High School Experience

Vision Statement: We believe in preparing students for college, career and military readiness 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, STEAM, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Begin Blue Streak U	• Grow Blue Streak U	• Expand Blue Streak U	• Expand Blue Streak U	• Evaluate Blue Streak U
• Expand articulation agreements	• Expand and modify articulation agreements	• Expand and modify articulation agreements	• Expand and modify articulation agreements	• Expand and modify articulation agreements
• Refurbish Planetarium, increase usage and in conjunction with Cultural Center opportunities	• 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 opportunities for students through Sandusky Digital Academy	• Expand Sandusky Digital Academy	• Sustain Sandusky Digital Academy	• Sustain Sandusky Digital Academy	• Evaluate Sandusky Digital Academy

High School Experience

Vision Statement: We believe in preparing students for college, career and military readiness 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, STEAM, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Begin planning for Hospitality program using Pro-Start guidelines and partnering with Terra State Community College	• Implement Hospitality program	• 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
• Revamp Music Academy in partnership with Terra State Community College	• Implement Music Academy changes	• Evaluate and continue Music Academy program	• Sustain Music Academy	• Sustain Music Academy
• Continue with Project Lead The Way to be a certified Project Lead The Way School	• 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 School	• Sustain Project Lead The Way	• Sustain Project Lead The Way
• Establish 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	• Continue 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.

High School Experience

Vision Statement: We believe in preparing students for college, career and military readiness 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, STEAM, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Develop a plan to create a fabrication, manufacturing and robotics technology lab in Room 120 supporting STEAM	• 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
• Begin STEAM exploration	• Introduce 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
• Develop an 8th grade transition program in conjunction with the Middle School	• Implement an 8th grade transition program	• Evaluate and continue 8th grade transition program	• Continue 8th grade transition program	• Continue 8th grade transition program
• Begin constructing 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

Academic Pillar
High School Experience

Vision Statement: We believe in preparing students for college, career and military readiness 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, STEAM, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Textbook and materials adoption cycle, including professional development to support purchases	• Implement textbook and materials cycle and utilize online texts/materials	• Continue textbook and materials cycle and utilize online texts/materials	• Continue textbook and materials cycle and utilize online texts/materials	• Continue textbook and materials cycle and utilize online texts/materials

Academic Operations

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

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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
• Review personnel 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
• Transfer to NOECA	• Evaluate NOECA transfer and relationship			
• 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 enacted	• Systemic furniture replacement cycle followed	• Systemic furniture replacement cycle followed	• Systemic furniture replacement cycle followed	• Systemic furniture replacement cycle followed

Academic Operations

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

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	• Explore non-traditional year-round schooling option • Review copy/printer needs and contract	• Implement recommendations for schooling options • Implement copy/printer needs and contract	• Evaluate implemented schooling options • Implement copy/printer needs and contract	• Refine schooling options • Implement copy/printer needs and contract

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Develop new marketing strategies and materials	• 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
• Develop a plan to create a fabrication, manufacturing, and robotics technology lab in Room 120 supporting STEAM	• 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
• 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

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Provide professional development training and implement Micro-Messaging program.	• Analyze and evaluate the effects of Micro-Messaging program	• Continue with Micro-Messaging program	• Continue with Micro-Messaging program	• Continue with Micro-Messaging program
• Complete the Pipe-STEM plan	• Analyze and evaluate affects the Pipe-STEM plan	• Continue with Pipe-STEM	• Continue with Pipe-STEM	• Continue with Pipe-STEM
• Expand 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	• 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 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	• Continue 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

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Develop curriculum for tech prep classes at the middle school: Gateway to Technology (PLTW) and Career Search	• Offer tech prep classes at the middle school: Gateway to Technology (PLTW) and Career Search	• Expand tech prep classes at the middle school	• Expand tech prep classes at the middle school	• Expand tech prep classes at the middle school
• Develop and implement summer STEAM workshops for students in grades 6 through 10 such as video game design	• 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
		• Hire a School-To-Work coordinator	• Expand School-To-Work coordinator position	• Evaluate School-To-Work coordinator position
• Revamp Music Academy in partnership with Terra State Community College	• Implement Music Academy changes	• Evaluate and continue Music Academy program	• Sustain Music Academy	• Sustain Music Academy

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Begin planning for Hospitality program using Pro-Start guidelines and partnering with Terra State Community College	• Implement Hospitality program.	• 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
• Develop college/career pathways for Sandusky Digital Academy students	• Implement college/career pathways for Sandusky Digital Academy students	• Continue offering college/career pathways for Sandusky Digital Academy students	• Continue offering college/career pathways for Sandusky Digital Academy students	• Continue offering college/career pathways for Sandusky Digital Academy students
• Revitalize, 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Develop new marketing strategies and materials	• 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
			• Hire a job placement coordinator	• Expand job placement coordination position
				• Hire a IT specialist
• Host community job fair	• Host community job fair	• Host community job fair	• Host community job fair	• Host community job fair
• Develop an email database	• Maintain and update email database	• Maintain and update email database	• Maintain and update email database	• Maintain and update email database

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Set up 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
• 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
• Develop 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/Project Based Learning, STEAM, Marzano's, Bloom's and authentic formative instructional practices.	• Student-centered instruction incorporating Problem/Project Based Learning, STEAM, Marzano's, Bloom's and authentic formative instructional practices.	• Student-centered instruction incorporating Problem/Project Based Learning, STEAM, Marzano's, Bloom's and authentic formative instructional practices.	• Student-centered instruction incorporating Problem/Project Based Learning, STEAM, Marzano's, Bloom's and authentic formative instructional practices.	• Student-centered instruction incorporating Problem/Project Based Learning, STEAM, Marzano's, Bloom's and authentic formative instructional practices.

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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
• Develop an equipment acquisition plan for each program, including professional development to support purchases	• Implement an 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	• 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
• Review and revise processes	• Refine processes as needed	• Continue with refined processes	• Continue with refined processes	• Continue with refined processes

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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: BGSU Firelands	• Expand ABLE partnerships and program locations	• Expand ABLE partnerships and program locations	• Expand ABLE partnerships and program locations	• Expand ABLE partnerships and program locations
• Incorporate basic computer skills development within ABLE class offerings	• 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
• Develop 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

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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 adult chapters of 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
• 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	• Follow innovative grant opportunities or corporate partnerships
• Explore, research and develop an adult transition program for PRIDE Academy students	• Implement an adult transition program for PRIDE Academy students	• Evaluate and continue adult transition program for PRIDE Academy students	• Expand adult transition program for PRIDE Academy students	• Expand adult transition program for PRIDE Academy students

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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
	• Begin 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
• Explore research and develop a Hospitality program using Pro-Start Guidelines, partnering with Terra State Community College and Kalahari Resorts	• Implement a Hospitality program using Pro-Start Guidelines, partnering with Terra State Community College and Kalahari Resorts	• 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
• Research and determine if a truck driving program is feasible and appropriate.	• Develop a truck driving program if appropriate.	• Implement a truck driving program, if appropriate	• Evaluate and continue truck driving program	• Sustain truck driving program

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Research short-term job training programs • Research, revitalize, revamp and re-align programs to reflect current trends in job market	• Develop short-term job training programs • Research, implement, revitalize, revamp and re-align programs to reflect current trends in job market	• Develop short-term job training programs • Research, implement, revitalize, revamp and re-align programs to reflect current trends in job market	• Develop short-term job training programs • Research, implement, revitalize, revamp and re-align programs to reflect current trends in job market	• Develop short-term job training programs • 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Integrate Music Academy/Introduction to College Music into general curriculum				
• Begin Auditorium updates and repairs	• Continue with Auditorium updates and repairs			
• Survey students to determine interest in various fine/performance arts courses	• Offer new opportunities based on survey and research outcomes	• Offer new opportunities based on enrollment and interest	• Offer new opportunities based on enrollment and interest	• Offer new opportunities based on enrollment and interest
• Vertically align all K-12 fine/performance arts programs	• Refine Vertical alignment all K-12 fine/performance arts programs	• Sustain Vertical alignment all K-12 fine/performance arts programs	• Sustain Vertical alignment all K-12 fine/performance arts programs	• Evaluate Vertical alignment all K-12 fine/performance arts programs
• Establish a strong marketing connection through various media outlets	• Continue strong marketing connection through various media outlets	• Continue strong marketing connection through various media outlets	• Evaluate strong marketing connection through various media outlets	• Implement changes to marketing connection through various media outlets

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Research "Sandusky Bicentennial Chautauqua" for 2018	• Continue planning and fundraising "Sandusky Bicentennial Chautauqua" for 2018	• Finalize planning and fundraising "Sandusky Bicentennial Chautauqua" for 2018	• Host "Sandusky Bicentennial Chautauqua" for 2018	
• Evaluate 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 hosting Ohio Music Education Association events at Sandusky High School	• Potentially host Ohio Music Education Association events at Sandusky High School	• Explore additional hosting Ohio Music Education Association events at Sandusky High School	• Potentially host Ohio Music Education Association events at Sandusky High School	
• 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	
• Determine interest in Marching Band Festival	• Determine interest in Marching Band Festival	• Potentially host Marching Band Festival	• Potentially host Marching Band Festival	

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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	
• Begin Great Lakes Arts Academy with a performance-based Arts class at Sandusky High School	• 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 a elementary school introduction	• Grow Great Lakes Arts Academy with increase offerings and a elementary school introduction
• 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 connections for the Arts	• Establish curriculum connections for the Arts	• Establish curriculum for the Arts	• Establish curriculum for the Arts
• Evaluate learning space for elementary fine/performance arts	• Implement recommendations from evaluation of learning space for elementary fine/performance arts			

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	• Increase funding by 20% through innovative means	• Increase funding by 20% through innovative means	• Increase funding by 20% through innovative means	• Increase funding by 20% through innovative means
• 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
		• Begin Band, Choir, Orchestra trip rotation	• Continue Band, Choir, Orchestra trip rotation	• Continue Band, Choir, Orchestra trip rotation
• Increase technology access in fine/performance learning spaces	• Increase technology access in fine/performance learning spaces	• Increase technology access in fine/performance learning spaces	• Increase technology access in fine/performance learning spaces	• Increase technology access in fine/performance learning spaces
• Implement instrument replacement cycle	• Use instrument replacement cycle	• Use instrument replacement cycle	• Evaluate instrument replacement cycle	• Implement instrument replacement cycle

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Continue with community outreach through student performances and Arts Festival • Apply for Ohio Arts Council, "Artist in Residence"	• Continue with community outreach through student performances and Arts Festival • Apply for Ohio Arts Council, "Artist in Residence"	• Continue with community outreach through student performances and Arts Festival • Apply for Ohio Arts Council, "Artist in Residence"	• Continue with community outreach through student performances and Arts Festival • Apply for Ohio Arts Council, "Artist in Residence"	• Continue with community outreach through student performances and Arts Festival • Apply for Ohio Arts Council, "Artist in Residence"

Student Services Pillar

Overarching 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.

Student Services Pillar
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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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).	• Guide instruction to be divided into three "tiers" of intervention, based on student need (universal screening 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	• Create Tier 4 district problem solving team to provide direct support for specific students
• Create a "train the trainer model" for Wilson to meet district K-12 needs	• 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
		• Implement Wilson Tier 2	• Implement Wilson Tier 2	• Implement Wilson Tier 2

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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 Tier 2 (K-6)	• Implement Number Worlds math intervention (K-6 Tier 3) • Implement Number Worlds Tier 2 (K-6)	• Implement Number Worlds math intervention (K-6 Tier 3) • Implement Number Worlds Tier 2 (K-6)

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Provide RtII for language (comprehension, vocabulary, grammar)	• Provide RtII for language (comprehension, vocabulary, grammar)	• Provide RtII for language (comprehension, vocabulary, grammar)	• Provide RtII for language (comprehension, vocabulary, grammar)	• Provide RtII for language (comprehension, vocabulary, grammar)
• Provide RtII for English Language Learners for parents and families	• Provide RtII for English Language Learners for parents and families	• Provide RtII for English Language Learners for parents and families	• Provide RtII for English Language Learners for parents and families	• Provide RtII for English Language Learners for parents and families
• Provide sign language instruction to students	• Provide sign language instruction to students	• Provide sign language instruction to students	• Provide sign language instruction to students	• Provide sign language instruction to students
• Provide sign language training to staff	• Provide sign language training to staff	• Provide sign language training to staff	• Provide sign language training to staff	• Provide sign language training to staff
• Ensure Assistive Technology for individual students and district	• Complete Assistive Technology needs assessment	• Pilot Assistive Technology (low to high technology) through available Assistive Technology (in and out of district)	• Purchase Assistive Technology for students and classrooms based on student need	• Complete evaluation of Assistive Technology (individual students and district)
				• Provide staff training of chosen Assistive Technology

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Student Services Pillar
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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Create data collection system (preschool through 12th grade)	• Collect data using form	• Use data analysis direct intervention services	• Develop a tiered system of instruction and support	• Evaluate data collection tool and tiered system
• Continue annual professional development in Positive Behavioral Interventions and Supports for staff	• Continue annual professional development for staff in Positive Behavioral Interventions and Supports for staff	• Continue annual professional development for staff in Positive Behavioral Interventions and Supports for staff	• Continue annual professional development for staff in Positive Behavioral Interventions and Supports for staff	• Continue annual professional development for staff in Positive Behavioral Interventions and Supports for staff
• Develop behavior response teams for all schools	• Train and use behavior response teams for all school buildings	• Train and use behavior response teams for all school buildings	• Train and use behavior response teams for all school buildings	• Train and use behavior response teams for all school buildings
• Create a seamless system of mental health instruction in the school and community settings	• Create a seamless system of mental health instruction in the school and community settings	• Create a seamless system of mental health instruction in the school and community settings	• Create a seamless system of mental health instruction in the school and community settings	• Create a seamless system of mental health instruction in the school and community settings
				• Develop mental health clinics in every school building.

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
		• Use a comprehensive social-emotional curriculum (Preschool through 12th grade)	• Use a comprehensive social-emotional curriculum (Preschool through 12th grade	• Create a comprehensive mental health referral process for families • Use a comprehensive social-emotional curriculum (Preschool through 12th grade) • Create a regional mental health and education facility

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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 public relation meetings with families who are not attending SCS schools to inform them of SCS programs
• 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	• Add an elementary student services coach to assist staff and family of students with the most intensive needs
	• Develop a training institute for professionals	• Develop a training institute for professionals	• Develop a training institute for professionals	• Develop a 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

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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	• Provide social work service in the home
• Develop a disability resource center for staff and families	• Implement a disability resource center for staff and families	• Grow a disability resource center for staff and families	• Continue a disability resource center for staff and families	• Re-evaluate a disability resource center for staff and families
• Create a professional development foundation for paraprofessionals	• Establish a professional development foundation for paraprofessionals	• Continue a professional development foundation for paraprofessionals	• Continue a professional development foundation for paraprofessionals	• Re-evaluate a 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
				• Provide healthcare services in one central location
				• 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Relocate Athletic Office • Updating main gym soundboard • Baseball field dugout roof • Concrete pads in dugout and stadium • Paint track lines • Cosmetic Repairs to stadium/ façade and cement work	• Baseball dugouts completed • Track evaluation • Stadium seating paint refreshed • Concession stand renovations • Restrooms construction – visitor side	• Track resurface based on evaluation	• Replace Auxiliary Gym Floor	• Stadium turf evaluation

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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	• K-12 Athletic Program
• Professional development for Coaches – yearly, seasonally, first-aid, dealing with parents	• 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
• Digital display for Hall of Fame and Distinguished Alumni				
• 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	• Expand communication of program opportunities

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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
• Increased collaboration with community organizations	• Increased collaboration with community organizations	• Increased collaboration with community organizations	• Increased collaboration with community organizations	• Increased collaboration with community organizations
• Tennis court upkeep	• Tennis court evaluation	• Tennis court design based on evaluation	• Tennis court replacement	
• Collaboration with career-tech programs for locker room renovations	• Collaboration with career-tech programs for projects	• Collaboration with career-tech programs for projects	• Collaboration with career-tech programs for projects	• Collaboration with career-tech programs for projects
• Hire coordinator of elementary athletics and activities	• Grow coordinator of elementary athletics and activities position	• Grow coordinator of elementary athletics and activities position	• Grow coordinator of elementary athletics and activities position	• Evaluation coordinator of elementary athletics and activities position

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	• Softball fields on campus – evaluate concept	• Implement recommendations for Softball field	• Softball field completion	
	• Host summer league programs	• Host summer league programs	• Host summer league programs	• Host summer league programs
	• Host nationally recognized training camps	• Host nationally recognized training camps	• Host nationally recognized training camps	• Host nationally recognized training camps
	• Evaluation of staff/reorganization	• Implement results of evaluation	• Implement results of evaluation	• Refine implementation
• Sandusky High School main gym painted				

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 & capacity to fund & support innovative growth in technology.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Build infrastructure that is consistent, reliable, and usable across the district including upgrades to servers	• Maintain infrastructure that is consistent, reliable, and usable across the district	• Maintain infrastructure that is consistent, reliable, and usable across the district	• Evaluate infrastructure	• Refine infrastructure plan
• Complete Virtual Desktop Initiative				
• Migrate to Microsoft Mail environment				
• Implement hardware purchasing cycle	• Continue hardware purchasing cycle	• Continue hardware purchasing cycle	• Continue hardware purchasing cycle	• Revise hardware purchasing cycle
• Provide appropriate professional development	• Provide appropriate professional development	• Provide appropriate professional development	• Provide appropriate professional development	• Provide appropriate professional development
• Revamp HelpDesk, eTicketing system				
• Add tablets and printers for grades 3 and 7	• Add tablets and printers for grades K-2			

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 & capacity to fund & support innovative growth in technology.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Move to NOECA and implement new Student Information System	• Facilitate staffs' professional development related to the Student Information System and Data Map.	• Facilitate staffs' professional development related to the Student Information System, Learning Management System and Data Map	• Facilitate staffs' professional development related to the Student Information System, Learning Management System and Data Map	• Facilitate staffs' professional development related to the Student Information System, Learning Management System and Data Map
• Add wireless printing capabilities	• Add wireless printing capabilities	• Add wireless printing capabilities	• Evaluate wireless printing capabilities	• Implement evaluation of wireless printing capabilities
• Update district software	• Update district software	• Update district software	• Update district software	• Update district software
• Establish partnerships with local businesses/trades	• Increase partnerships with local businesses/trades	• Increase partnerships with local businesses/trades	• Increase partnerships with local businesses/trades	• Evaluate partnerships with local businesses/trades
• 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	• Provide training and laptop for Quality Matters teachers
• Begin Quality Matters professional development	• Continue Quality Matters professional development	• Continue Quality Matters professional development	• Continue Quality Matters professional development	• Evaluate Quality Matters professional development

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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 & capacity to fund & support innovative growth in technology.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	• Begin blended online course graduation requirement	• Continue blended online course graduation requirement	• Continue blended online course graduation requirement	• Evaluate blended online course graduation requirement
• Expand STEAM opportunities through technology	• Expand STEAM opportunities through technology	• Expand STEAM opportunities through technology	• Expand STEAM opportunities through technology	• Expand STEAM opportunities through technology
• Redesign district website and digital communication avenues	• 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
• Construct and host community open lab in the evenings	• Evaluate and host community open lab	• Implement changes to community open lab	• Host community open lab	• Host community open lab
• Increase bandwidth with NOECA	• Evaluate bandwidth with NOECA	• Evaluate bandwidth with NOECA	• Evaluate bandwidth with NOECA	• Evaluate bandwidth with NOECA
	• Add Elementary Computer Teachers to accommodate addition of K-1 Computer Curriculum			

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 & capacity to fund & support innovative growth in technology.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Add and evaluate role of Technology Specialist	• Evaluate role of Technology Specialist	• Refine role of Technology Specialist		
• Increase IT help during summer months	• Evaluate increase IT help during summer months			
• Create elementary testing labs by adding carts to media centers	• Maintain elementary testing labs	• Maintain elementary testing labs	• Maintain elementary testing labs	• Evaluate elementary testing labs
• Evaluate the role of Technology Integration Coach	• Implement changes to the role of Technology Integration Coach	• Implement changes to the role of Technology Integration Coach	• Implement changes to the role of Technology Integration Coach	• Implement changes to the role of Technology Integration Coach
• Evaluate the role of Building Techs	• Implement changes to the role of Building Techs	• Implement changes to the role of Building Techs	• Implement changes to the role of Building Techs	• 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 to grow customer services for our staff and students
• Purchase IT vehicle				

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 & capacity to fund & support innovative growth in technology.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	• Acquire 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
• Support online texts purchased through annual text purchasing cycle	• Support online texts purchased through annual text purchasing cycle	• Support online texts purchased through annual text purchasing cycle	• Support online texts purchased through annual text purchasing cycle	• Support online texts purchased through annual text purchasing cycle
• Revise current online courses and begin building new online opportunities	• Institute new online opportunities	• Institute new online opportunities	• Evaluate online opportunities	• Implement recommendations from evaluation for online opportunities
			• Market online opportunities to outside of Sandusky City Schools	• Market online opportunities to outside of Sandusky City Schools
		• Build dual platform labs at High School	• Build dual platform labs at Middle School	
• Revitalize libraries into Media Centers	• Grow role of Media Centers	• Grow role of Media Centers	• Sustain role of Media Centers	• Evaluate Media Centers

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 & capacity to fund & support innovative growth in technology.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Increase accessibility to Media Centers • Review staffing of Media Centers at all levels • Systematically increase funding for Media Centers to meet New Learning Standards • Enhance Media Center's profile with Learning Commons structure • Purge outdated Media materials • Complete annual inventories of Media materials	• Implement recommendations for staffing of Media Center • Systematically increase funding for Media Centers to meet New Learning Standards • Enhance Media Center's profile with Learning Commons structure • Purge K-6 Nonfiction Collections • Complete annual inventories of Media materials	• Sustain staffing of Media Centers per recommendations • Systematically increase funding for Media Centers to meet New Learning Standards • Enhance Media Center's profile with Learning Commons structure • Purge K-12 Fiction Collections • Complete annual inventories of Media materials	• Sustain staffing of Media Centers per recommendations • Systematically increase funding for Media Centers to meet New Learning Standards • Enhance Media Center's profile with Learning Commons structure • Purge annually to maintain up-to-date copyrighted materials • Complete annual inventories of Media materials	• Evaluate staffing of Media Centers • Systematically increase funding for Media Centers to meet New Learning Standards • Enhance Media Center's profile with Learning Commons structure • Purge annually to maintain up-to-date copyrighted materials • Complete annual inventories of Media materials

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 & capacity to fund & support innovative growth in technology.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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	• 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
	• 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
	• Begin digital scanning of historical documents, preserving the history of Sandusky City Schools	• Continue digital scanning of historical documents, preserving the history of Sandusky City Schools	• Continue digital scanning of historical documents, preserving the history of Sandusky City Schools	• Continue digital scanning of historical documents, preserving the history of Sandusky City Schools

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 & capacity to fund & support innovative growth in technology.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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 K-2	• 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
• 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	• Provide library techs with professional development that supports shifts to Media Center design
• Use collaborative means for Library Techs to share resources (i.e.: Google docs, Drop Box)	• Use collaborative means for Library Techs to share resources (i.e.: Google docs, Drop Box)	• Use collaborative means for Library Techs to share resources (i.e.: Google docs, Drop Box)	• Use collaborative means for Library Techs to share resources (i.e.: Google docs, Drop Box)	• Use collaborative means for Library Techs to share resources (i.e.: Google docs, Drop Box)

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 & capacity to fund & support innovative growth in technology.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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 High School	• 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	• 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 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
CURRICULUM	*CURRICULUM*	*CURRICULUM*	*CURRICULUM*	*CURRICULUM*
• STEAM	• STEAM	• STEAM	• STEAM	• STEAM
• Problem/Project-Based Learning	• Problem/Project-Based Learning	• Problem/Project-Based Learning	• Problem/Project-Based Learning	• Problem/Project-Based Learning
• Common Core mapping and deconstruction of standards	• Common Core mapping and deconstruction of standards	• Common Core mapping and deconstruction of standards	• Common Core mapping and deconstruction of standards	• Common Core mapping and deconstruction of standards
• Instructional shifts to deliver rigorous, aligned instruction to Ohio's New Learning Standards in Reading, Math, Science and Social Studies	• Instructional shifts to deliver rigorous, aligned instruction to Ohio's New Learning Standards in Reading, Math, Science and Social Studies	• Instructional shifts to deliver rigorous, aligned instruction to Ohio's New Learning Standards in Reading, Math, Science and Social Studies	• Instructional shifts to deliver rigorous, aligned instruction to Ohio's New Learning Standards in Reading, Math, Science and Social Studies	• Instructional shifts to deliver rigorous, aligned instruction to Ohio's New Learning Standards in Reading, Math, Science and Social Studies
• Construct Tiered learning goals and lessons	• Refine Tiered learning goals and lessons	• Refine Tiered learning goals and lessons	• Refine Tiered learning goals and lessons	• Refine Tiered learning goals and lessons
• Set clear learning targets	• Refine clear learning targets	• Evaluate clear learning targets	• Refine 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Deliver 21st Century teaching and learning	• Deliver 21st Century teaching and learning	• Deliver 21st Century teaching and learning	• Deliver 21st Century teaching and learning	• Deliver 21st Century teaching and learning
• Delivery of Quality 1st instruction	• Delivery of Quality 1st instruction	• Delivery of Quality 1st instruction	• Delivery of Quality 1st instruction	• Delivery of Quality 1st instruction
• 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 and Student Learning Objectives	• Student Growth Measures and Student Learning Objectives	• Student Growth Measures and Student Learning Objectives	• Student Growth Measures and Student Learning Objectives	• Student Growth Measures and Student Learning Objectives
• Assessment literacy	• Assessment literacy	• Assessment literacy	• Assessment literacy	• Assessment literacy

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Formative Instructional Practices • Vertical & horizontal alignment between and across grade levels and departments	• Formative Instructional Practices • Vertical & horizontal alignment between and across grade levels and departments	• Formative Instructional Practices • Vertical & horizontal alignment between and across grade levels and departments	• Formative Instructional Practices • Vertical & horizontal alignment between and across grade levels and departments	• Formative Instructional Practices • Vertical & horizontal alignment between and across grade levels and departments
TECHNOLOGY	*TECHNOLOGY*	*TECHNOLOGY*	*TECHNOLOGY*	*TECHNOLOGY*
• Updates on new software, learning management systems, applications and hardware • Align professional development with the Technology Plan	• Updates on new software, learning management systems, applications and hardware • Align professional development with the Technology Plan	• Updates on new software, learning management systems, applications and hardware • Align professional development with the Technology Plan	• Updates on new software, learning management systems, applications and hardware • Align professional development with the Technology Plan	• Updates on new software, learning management systems, applications and hardware • Align professional development with the Technology Plan
DISTRICT, SCHOOL, ENVIRONMENT ~ RELATIONSHIP BUILDING	*DISTRICT, SCHOOL, ENVIRONMENT ~ RELATIONSHIP BUILDING*	*DISTRICT, SCHOOL, ENVIRONMENT ~ RELATIONSHIP BUILDING*	*DISTRICT, SCHOOL, ENVIRONMENT ~ RELATIONSHIP BUILDING*	*DISTRICT, SCHOOL, ENVIRONMENT ~ RELATIONSHIP BUILDING*
• Leadership programs • Fostering child	• Leadership programs • Fostering child	• Leadership programs • Fostering child	• Leadership programs • Fostering child	• Leadership programs • Fostering child

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
development • Culture and Climate • ALICE School Safety Training	development • Culture and Climate • ALICE School Safety Training refresher	development • Culture and Climate • ALICE School Safety Training refresher	development • Culture and Climate • ALICE School Safety Training refresher	development • Culture and Climate • ALICE School Safety Training refresher
PARENT AND COMMUNITY PROFESSIONAL DEVELOPMENT	*PARENT AND COMMUNITY PROFESSIONAL DEVELOPMENT*	*PARENT AND COMMUNITY PROFESSIONAL DEVELOPMENT*	*PARENT AND COMMUNITY PROFESSIONAL DEVELOPMENT*	*PARENT AND COMMUNITY PROFESSIONAL DEVELOPMENT*
• Continue partnership with Imagination Library and involve parents • Provide all parents classes, resources and materials	• Continue partnership with Imagination Library • Provide all parents classes, resources and materials	• Continue partnership with Imagination Library • Provide all parents classes, resources and materials	• Continue partnership with Imagination Library • Provide all parents classes, resources and materials	• Continue partnership with Imagination Library • Provide all parents classes, resources and materials
PROFESSIONALISM	*PROFESSIONALISM*	*PROFESSIONALISM*	*PROFESSIONALISM*	*PROFESSIONALISM*
• Collegial sharing with staff • Attending conferences	• Collegial sharing with staff • Attending conferences	• Collegial sharing with staff • Attending conferences	• Collegial sharing with staff • Attending conferences	• Collegial sharing with staff • Attending conferences

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Subscriptions to professional periodicals	• Subscriptions to professional periodicals	• Subscriptions to professional periodicals	• Subscriptions to professional periodicals	• Subscriptions to professional periodicals
PROCEDURAL TRAINING	*PROCEDURAL TRAINING*	*PROCEDURAL TRAINING*	*PROCEDURAL TRAINING*	*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	• 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	• 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	• 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	• 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	*FIDELITY TO PROGRAMS AND PROCEDURES*	*FIDELITY TO PROGRAMS AND PROCEDURES*	*FIDELITY TO PROGRAMS AND PROCEDURES*	*FIDELITY TO PROGRAMS AND PROCEDURES*
• New staff training • Substitute training • Refreshers for current staff	• New staff training • Substitute training • Refreshers for current staff	• New staff training • Substitute training • Refreshers for current staff	• New staff training • Substitute training • Refreshers for current staff	• 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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 most precious cargo.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Evaluate busing to increase student/teacher contact time	• Evaluate refined busing for increase student/teacher contact time	• Evaluate refined busing to increase student/teacher contact time	• Evaluate refined busing to increase student/teacher contact time	• Evaluate refined busing 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
• 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
• Purchase 3 new buses	• Purchase 3 new buses	• Purchase 3 new buses	• Purchase 3 new buses	• Purchase 3 new buses

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 most precious cargo.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Increase field trip experiences	• Evaluate field trip experiences	• Field trip experiences	• Field trip experiences	• Field trip experiences
• Electric security gate needed for driver safety	• Roof Replacement	• Floor replacement	• Update offices	• Digital radio communication upgrade
• Software upgrades for routing and fleet maintenance, professional development required	• Software upgrades for routing and fleet maintenance, professional development required	• Lot Maintenance including sealing, striping and painting		• Restore Ameritech Building
• Bus lot and onboard surveillance upgrades including digital upgrades	• Surveillance upgrades including digital and throughout the compound	• Paint/restore front Transportation building	• Electronic Time Keeping through (Kronos – Swipe)	
• Implement 2 hour delay system	• Evaluate 2 hour delay system	• Refine 2 hour delay system	• Continue 2 hour delay system	• Re-evaluate 2 hour delay system
• Non-traditional seat time impact on busing	• Electronic Rail Timers for diesel bus plug ins		• Purchase School Van	
• Evaluate Busing for non-traditional programs				
• Wash Bay at				

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 most precious cargo.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Ameritech	• 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Continued evaluation of equipment and replacement cycle	• Continued evaluation of equipment of implementation of replacement program	• Continued evaluation of equipment and replacement cycle	• Continued evaluation of equipment and replacement cycle	• Continued evaluation of equipment and replacement cycle
• Re-evaluate and sell used equipment	• Re-evaluate and sell used equipment	• Re-evaluate and sell used equipment		
• New Point of Sale system, including professional development	• Continue usage of Point of Sale system, including professional development	• Refine usage of Point of Sale system, including professional development	• Re-evaluate Point of Sale system, including professional development	• Make necessary changes in Point of Sale system, including professional development
• Use of biometrics with Point of Sale system				
• Professional development on Customer Service	• Professional development on Customer Service	• Professional development on Customer Service	• Professional development on Customer Service	• Professional development on Customer Service
• Hot breakfast in all elementary buildings	• Hot breakfast in all elementary buildings	• Hot breakfast in all elementary buildings	• Hot breakfast in all elementary buildings	• Hot breakfast in all elementary 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Involve Parents/Families in nutrition education	• Involve Parents/Families in nutrition education	• Involve Parents/Families in nutrition education	• Involve Parents/Families in nutrition education	• Involve Parents/Families in nutrition education
• Increase the number of participants in breakfast and lunch programs	• Increase number of participants in breakfast and lunch programs	• Increase the number of participants in breakfast and lunch programs	• Increase the number of participants in breakfast and lunch programs	• Increase the number of participants in breakfast and lunch programs
• 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
• Mat flooring in all kitchens	• School/District/Community Gardens	• School/District/Community Gardens	• School/District/Community Gardens	• School/District/Community Gardens
• 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
• Explore Marketing options to include social media	• Continue Marketing options to include social media	• Evaluate Marketing options to include social media	• Continue Marketing options to include social media	• Refine Marketing options to include social media

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• 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	• Refine catering opportunities	• Continue to increase catering opportunities	• Continue to increase catering opportunities	• Evaluate 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
• Refresh the seating area with visuals	• 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
• 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

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	• 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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Create Family and Community Liaison position	• 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
• Create a communications plan	• Implement communications plan	• Refine communications plan	• Refine communications plan	• Refine communications plan
• Implement a Parent Involvement Retention & Recruitment Program	• Evaluate Parent Involvement Retention & Recruitment Program	• Refine Parent Involvement Retention & Recruitment Program	• Refine Parent Involvement Retention & Recruitment Program	• Refine Parent Involvement Retention & Recruitment Program
• Begin surveying parents	• Survey parents	• Survey parents	• Survey parents	• Survey parents
• Grow Parent Summit	• 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	• Grow events in partnership with Sandusky Churches Adopt A School Partnership	• Grow events in partnership with Sandusky Churches Adopt A School Partnership	• Grow events in partnership with Sandusky Churches Adopt A School Partnership	• Grow events in partnership with Sandusky Churches Adopt A School Partnership

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Strengthen Superintendent's Parent Congress by further defining their role	• Strengthen Superintendent's Parent Congress by increasing their role	• Sustain Superintendent's Parent Congress	• Sustain Superintendent's Parent Congress	• Sustain Superintendent's Parent Congress
• Continue support of Wightman/Wieber Safety Celebration	• Continue support of Wightman/Wieber Safety Celebration	• Continue support of Wightman/Wieber Safety Celebration	• Continue support of Wightman/Wieber Safety Celebration	• Continue support of Wightman/Wieber 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	• 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
• 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)

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Increase parent involvement at Sandusky Digital Academy	• Increase parent involvement at Sandusky Digital Academy	• Increase parent involvement at Sandusky Digital Academy	• Increase parent involvement at Sandusky Digital Academy	• Increase parent involvement at Sandusky Digital Academy
• Refine Court involvement	• Continue Court involvement	• Continue Court involvement	• Continue Court involvement	• Continue Court involvement
• Increase parent involvement in elementary athletic programs	• Increase parent involvement in elementary athletic programs	• Increase parent involvement in elementary athletic programs	• Increase parent involvement in elementary athletic programs	• Increase parent involvement in elementary athletic programs
• Refine Open House experiences to increase participation	• Refine Open House experiences to increase participation	• Continue Open House experiences to increase participation	• Continue Open House experiences to increase participation	• Evaluate Open House experiences to increase participation
• Refine Parent Teacher conferences to increase participation	• Refine Parent Teacher conferences to increase participation	• Continue Parent Teacher conferences to increase participation	• Continue Parent Teacher conferences to increase participation	• Evaluate Parent Teacher conferences to increase participation
• Increase academic opportunities for parents including Title I events	• Increase academic opportunities for parents including Title I events	• Evaluate academic opportunities for parents including Title I events	• Refine academic opportunities for parents including Title I events	• Continue academic opportunities for parents including Title I events

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.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Conduct Parent Workshops with academic focus • Create Parent/Business Workshops	• Conduct Parent Workshops with academic focus • Implement Parent/Business Workshops	• Conduct Parent Workshops with academic focus • Refine Parent/Business Workshops	• Conduct Parent Workshops with academic focus • Evaluate Parent/Business Workshops • Incorporate community service hours into graduation requirement	• Conduct Parent Workshops with academic focus • Continue 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.

Between February and May of 2014, Sandusky City Schools will conduct a series of constituency-based meetings throughout the community. The goal is to facilitate dialogue about the realities of school facilities. These groups will include parent groups, faculty and staff, students, business leaders, faith community, elected officials, and community agencies.

Sandusky City Schools' officials will meet with the Ohio Schools Facilities Commission regarding rules, procedures, and related policy implications. The district will conduct community meetings prior to the close of the academic school year to receive additional feedback. The hope of the district is to present an option to the community on a facilities configuration that supports our students' educational future. Any recommendations will continue to emphasize that any facilities plan will be grounded and centralized on the academic priorities of Sandusky City Schools.

The Senior Leadership Team, through sufficient feedback, will present a bond issue strategy to the Board of Education in order to seek support for a bond issue in the fall of 2014. If there is not significant positive feedback and general support, implementation of the Transformation Plan under the current school and facilities configuration will occur.

"Imagine, **100** years ago people in Sandusky people like us, sat around & planned the **future** of this city. This is our time to **wrestle** with those tough **decisions** & determine if we're **brave** enough, **strong** enough, & **visionary** enough to lay the foundation for the next 50-75 years. I encourage **all of us** to be active participants in this process."

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

- CHANGE

- REFORM

- ACTION