

## 2017-18 COLLECTIVE DISTRICT/ADMINISTRATIVE GOALS

*(Updates are printed in italics following each goal statement)*

1. Implement ELG's Academic and Career Plan (ACP) "Drive 2 Succeed" for students in grades 4-12. Implementation includes posting of plan on District website; educating, training and preparing materials for staff use with students; providing parental notices of opportunities for involvement; and planning, coordinating and facilitating student educational experiences and activities. Evaluation and modification will be ongoing through this initial implementation year.

*Implementation of ELG's Academic and Career Plan (ACP) began this year at the middle and high school. Implementation of ACP consisted of the following:*

- *Creating, updating, and maintaining ACP student, parent, and staff information on the district website. This information included the following:*
  - *ELGS Multi-Year Plan*
  - *Chapter PI-26 Wisconsin State Statute*
  - *ACP Components*
  - *ACP Inspiration*
  - *ACP Guide*
  - *ACP FAQ*
  - *Parent Resource (Course Catalog, Career Cruising Parent Information, and Inspire Sheboygan County Information)*
  - *Business and Community Partnership Information*
- *Other ACP activities included the following:*
  - *The coordination and facilitation of student experiences*
  - *LTC campus tours*
  - *Acuity and Kohler Stem Activity*
  - *Annual Career Day*
  - *ACP Time created at HS*
  - *Creation of online portfolio for all high school students*
  - *College and LTC Visits (small and large group)*
  - *Curriculum Night (Plan Your Future Night)*
  - *Partnership with local businesses*
  - *Future Activities: ACT Night, Alumni Day, Mock Interviews and feedback, and Professional Resume' building*

2. Continue to explore, develop, and expand technology integration throughout the district. This includes developing, implementing, and facilitating the development of the elementary and middle school Makerspace areas to provide hands-on, creative ways to encourage students to design, experiment, build and invest as they deeply engage in science, math, engineering, the arts and other subject areas.

*During the 2017-18 school year, K-8 grade students designed, experimented, built and spent time in the Makerspace under the direction of Mrs. Glynn doing activities such as building wooden bridges, gingerbread houses, Lego designs and egg challenges. Community members came in to share their talents with students. Middle school students used the green screen for recording episodes such as their cooking shows and ELG history interviews which were then televised and/or shared via video output. The Robotics club constructed and operated the "Seaperch" underwater robotic devices with*

*the help of Mr. Summers and Mr. Johnston. Laser engraver technology was also added to this year in both the Robotics club and various curricular areas.*

*Students in grades 2-4 participated in Destination Imagination which provided them hands-on, creative ways to design and experiment in science, math, and engineering. Students were given instant challenges requiring teams to engage in quick, creative and critical thinking.*

*All teaching staff (JK-grade 12) continued to integrate technology in their lesson planning and instruction. Alec Billing from CESA 7 provided 1:1 or small group coaching to the teachers. ELGS staff attended KidVENCHR where they collaborated and shared technology tools in their curricular area with teachers/staff from other school districts in the area (Kiel, Valders, New Holstein, Chilton, Hilbert, and Random Lake).*

*A committee was formed to investigate the newly developed state literacy and technology standards and analyze how well these align with our current technology use and expectations. The committee is breaking down standards by grade bands and discussing key vocabulary with the help of Alec Belling from CESA 7. This committee will continue to meet and discuss scope and sequence for implementing the new literacy and technology standards with our students.*

*We continued addressing our mission for implementation of our 1:1 Chromebook program by adding third grade and 5-6 devices in each of the K-2 grade classrooms. The Chromebook tablet promotes personalized student learning and facilitates development of skills necessary to work effectively and successfully in the 21<sup>st</sup> century—communication, collaboration, and creation.*

3. Expand the concept of Global Education beyond earning the Global Education Certificate as a high school graduate to all students JK-grade 12. Provide to the staff education and time to develop activities, opportunities and experiences for introducing and integrating global awareness development in all students and through all curricular areas.

*During the 2017-18 school year efforts were made to expand global awareness for students. Mrs. Corbin, ELGS Foreign Language teacher and a Global Education Scholar shared her experience with global education through the Global Scholars Program which included during a short-term teaching placement in Morocco. Activities were shared among staff for creative ways for Global Education to be infused throughout all curricular areas and all grade levels. Staff members were encouraged to initiate these learning experiences with their students, stressing the relevance of thinking “globally” and the impact on the students’ lives today and in the future. In addition to tying global education concepts to classroom curricula, the following are examples of various additional activities in which students/staff participated:*

- *Model UN Club was created at the high school. Students participated in the first simulation in February at Marian University and next year will attend Carthage and Marian’*
- *The H.S. Art Club created and sold artwork as a fundraiser to support their involvement in the “Memory Project” in which these high school students created portraits from photos sent of school children in Haiti. The portraits were then sent to Haiti where they were “gifted” to the students.*
- *Winter Olympics were held at the middle school.*
- *The Winter Concert for the elementary and middle school students had a global cultural focus.*
- *A Foreign Policy Enrichment Program was initiated at the high school.*
- *There was cross-curricular staff/students participation in the Great World Text Program*

- *6<sup>th</sup> Graders organized and conducted a fundraising project to sponsor Clean Drinking Water in Africa*
  - *A group of Middle School Students were involved in the Great Decisions program where they discussed world affairs and heard from nationally recognized expert. They then collaborated with others to problem-solved a world problem/crisis.*
4. Continue to provide professional development to staff that supports and promotes the use on-going formative assessments with their students and incorporates the integration of this data into the RtI (Response to Intervention) instructional decision-making process—for both remediation and enrichment.

*Staff received formative assessment training from Michelle Ring-Hansen with CESA 7. Michelle provided many formative assessment techniques and tools. Teachers integrated many of these formative practices into their current units/lessons. With these practices, teachers are able to immediately adjust their instruction, provide one-on-one assistance and support both for remedial and enrichment.*

5. Explore the implementation and use of various “communication” tools that will assist the District in both providing information and obtaining feedback. This may include tools such as the deployment of the new website, the use of social media, conducting a parent, student, staff, and/or community survey, etc.

*Deployment of the new website occurred at the start of the 2017-18 school year. While there are still additions/modifications to be made in some areas, overall the feedback received as been positive regarding the new format, ease of use, and the information that is available. The District would like to recognize Mr. Summers, Mr. Bob Jarr, and our Lakeland Intern students, Peyton and Hannah, for all the time and effort they put into the website redesign, launch, and inputting photos and information. Our focus will be on continuing to keep the website informative, relevant, interesting and up-to-date.*

*Integration with the website function is the ability to link with Facebook. Initial exploration has been done with this feature with the goal to further develop the use of Facebook and other social media,*

*Working with Bob Jarr and Hannah, our Lakeland intern, this year’s marketing campaign consisted of not only new ads and updated information sheets, but also newly designs brochures for the Child Care, Pre School, and 4K programs. The District also focused on marketing and celebrating the 100<sup>th</sup> Graduation for ELG High School. This included student involvement in a design contest and making posters; creating displays for both the school and community of “Resorter” artifacts; researching and creating a “Memory” 100<sup>th</sup> Anniversary Celebration booklet; special recognition at the graduation ceremony of former alumni and staff; and culminating with a reception honoring retirees/alumni/community members. The entire celebration was very well-received.*

*In collaboration with School Perceptions, LLC, the District conducted surveys of the staff, community and parents. The goals of the surveys were to see how well the district was doing in various areas; solicit suggestions for improvement/changes; identify the educational initiatives on which the District should focus their efforts over the next five years to improve student learning; and to inform/update the community members and parents about some of the important initiatives implemented over the past few years by the District. In addition, the survey tested support for a new operational*

*referendum beginning in 2019-2020 to address the projected budget shortfall at the conclusion of the current referendum which would allow the District to maintain current programs and services as well as address technology and maintenance needs. Also parents who participated in the survey were asked to give feedback on each of the schools which their child/ren attended—elementary, middle and/or high school. Overall, the feedback was overwhelming positive about the direction and performance of the school district, and very strong support for proposing a referendum question that address both the operational support and the three additional projects: updating the culinary arts classroom/labs, updating the auditorium and updating the athletic field lights and bleachers. The District and Board will be working with Bill Fosters of School Perceptions to carefully analyze the results of both surveys given and incorporate the information learned into the planning process for the future of our district, and especially as it relates to our students, staff and community.*

6. Assess the impact of the 2017-18/2018-19 State Biennial Budget and the various mandates that are contained within on the District financially and educationally. Analyze the impact as it also relates to the District's long-term financial planning as it is currently in year 3 of a 4-year referendum cycle.

*The 2017-18 State Budget and following legislation impacted the District both financially and educationally. Educational bills include incorporation of Academic and Career Plans for all students and a financial literacy curriculum for students grades K-12. Both of these areas were initiatives underway in our district, even before legislation was passed so we are on-track with both. Financially, there were several pieces of legislation that will impact our budget related to Youth Options/Course Options, the Safety Grant and increased Per Pupil and Sparsity Aid. While additional state funding is always helpful to any District, ELGS applied for the \$40,000 for which we were eligible under the Safety Grant, but the grant has certain restrictions and requirements on which it can be spent. In addition, as the Per Pupil and Sparsity Aids are tied to a per pupil amount, and our student population is smaller, the benefit we reap for this legislation “backfills” a small portion of the funding we annually lose under the Revenue Limit Formula. This is one reason ELGS, along with the majority of other districts in Wisconsin, are continually in “referendum” mode. Fortunately for our District, the community has been very supportive and as a result, the District has been able to not only maintain, but expand the educational experiences it provides to our students and continually address both the ongoing technology upgrades/enhancements and maintenance needs. 2018-19 is the final year of the current referendum. At the end of which the District will again be debt-free and money will have been put into “fund balance” to complete the HVAC project when the remaining units need to be replaced—just as been promised when the referendum was proposed.*