

2018-19 COLLECTIVE DISTRICT/ADMINISTRATIVE GOALS

(Updates are printed in italics following each goal statement)

1. Continue to further develop/refine ELG's Academic and Career Plan (ACP) "Drive 2 Succeed" for students in grades 4-12. Specific action steps included:
 - a) Refining and implementing student E-Online Portfolio procedure and requirements.
 - b) Identifying and implementing activities/educational experiences that support ELGS students in college and career readiness.
 - c) Building/Enhancing the school district's partnerships with the greater ELGS community, local businesses and CTE (Career and Technical Education) Advisory Board to foster a positive working relationship and building a strong future with the area's business community.

As the students and staff entered into the second year of the adoption of the "Drive 2 Succeed" ACP Plan, much progress was made refining the process and activities implemented in year 1 and developing additional/supplemental opportunities for students to become even more engaged in preparing for their future academic/career plan. Staff met throughout the year to continuously monitor how the program was working for the students and to adjust the activities/opportunities planned accordingly. Staff members on the "ACP committee" are planning to meet several times during the summer of 2019 to continue refining and developing the program as we enter into Year 3 of implementation in 2019-2020.

Examples of activities/opportunities that occurred this year included:

- *Switched over from Career Cruising to Xello for the student on-line resource/record-keeping tool.*
- *Fourth, eighth and eleventh grade students and their parents held SPEC (Student/Parent Educational & Career) conferences with school counselors.*
- *Seniors participated in portfolio exit interviews with ACP Advisors.*
- *Middle school students participated in several STEM (Science/Math/Engineering/Technology) experiences: STEMFEST (Mindtrekkers) at Lakeland University and Future and Careers at Kohler Co.*
- *Seniors participated in mock interviews with Sheboygan County Business leaders*
- *Students worked with area business leaders on resumes, cover letters, and interview skills.*
- *High school students attended the Career Success Expo in May.*
- *Underclassmen participated in Junior Achievement Career Success Lessons.*
- *Juniors visited Marian University and UW-Fond du Lac.*
- *Sophomores visited LTC.*

- *Small group visits to LTC were facilitated for students who had interest in the following areas: Law Enforcement, Welding, Health Care, IT Technology and Agriculture. These will continue to be scheduled based on student interest.*
 - *The high school held its second “Plan Your Future Night” for students and their parents.*
2. Review district’s social studies curriculum as it relates to the new state standards and student achievement. This will be a multi-year rollout/implementation process for the state and the district.

Social studies teachers K-12 reviewed the structure of the new standards which consist of standard, learning priority and performance indicator by grade to understand the shift required between the old and new standards. This summer, work will begin on the next step for implementation which involves curriculum. Staff will develop local curriculum with an instructional focus on implementing the standards. They will select and align resources to implement changes in instruction and also review and align their current assessments. Social studies teachers will work closely with other teachers and content areas to assist them in understanding and embedding key strategies throughout all curricular areas that relate to concepts/knowledge/skills contained in the new social studies standards.

3. All educators will be empowered with technology resources and coaching assistance to design technology-enriched learning environments that will a) assist students with the attainment of required curriculum objectives and b) personalize their own professional development.

Tina Lemmens, CESA 7 technology and math specialist, engaged District technology committee members with a general explanation and exploration of the ITL (Information/Technology Literacy) and Computer Science Standards and supporting computer science standard exploration activities that could be used with the students. Committee members adopted the Information/Technology Literacy Standards Scope and Sequence which outlines specific standards/skills to be addressed in each level and through which content area/s. They have begun work on the next step—identifying and/or developing activities/lessons to introduce/reinforce each of the standards/skills.

Staff also continued to provide hands-on, creative ways to encourage students to design, experiment, build and investigate as they engage in science, math, engineering, arts and other subject areas. This occurred in the Makerspace areas, the classrooms, the technology labs, and/or various robotic/technology clubs.

With the renovation of the technical education/agri-science wing at the high school last summer, and the addition of a Fanuc robotic arm, students had the

equipment and space to experiment, learn, develop and expand their technology knowledge and skills. This occurred with elementary through high school students through a variety of formats: elementary/middle school summer school offerings, middle school exploratory courses and high school technical education courses. All students also got involved with the new laser engraver and 3-D printing equipment.

With the addition of the two new “Makerspace” areas in the elementary/middle school last year, the staff’s focus was on maximizing the potential of these areas for both students and staff. The staff worked with Dennis Rockhill, a consultant provided through our WTI grant who leads the “Einstein Project” on identifying the strengths and weaknesses of the current functioning/logistics/philosophy of the Makerspaces. Emphasis was placed on implementing with the students a design-thinking process. The following vision and values document was developed and adopted:

The ELGSD Makerspace community believes all students are creative problem solvers that can utilize the Makerspace to learn the design process to solve authentic problems, build empathy, and sharpen critical thinking skills. The Makerspace provides an environment that allows for self-exploration and fosters community connections that build the skills students need for future success.

Creative problem-solving continues to be the focus of the competitions and activities for ELGS students involved in the Robotics clubs at both the high school and middle school levels. Introduced this year was a new opportunity – Destination Imagination. We had two elementary teams that competed. Both teams placed at regionals and went to State. Great inaugural performances!

Learning through the use of technology was not just limited to students. To provide access to professional development that was more personalized to staff interests/needs, the District piloted use of the “Hoonuit” software program. Staff took advantage of this opportunity to lean on such topics as Marzano’s 6-step vocabulary process; Classroom Management Strategies; Emotional Wellbeing & Stress Reduction; and Climate in the Classroom. In addition, high school staff received individual coaching from our CESA 7 consultant, Michelle Ring Hansen, to further incorporate and/or “fine tune” in the areas of technology integration and formative assessment/learning target development—this was continuation of work that was begun last school year.

4. All curricular areas/grade levels will continue to incorporate global education resources and activities into their curriculum and classroom experiences.

Global education experiences continue to be integrated throughout all levels of the school and into many curricular areas. In addition to activities incorporated into their “regular” curriculum, students also got involved in special projects, challenges and/or field trips. For example, middle school students participated in

the Marine Mammal Challenge where the focus was on the real threat to marine mammals and the ocean. Students designed solutions to alleviate one of the threats, i.e. plastics and other marine debris. At the high school level, students participated in two Model U.N. simulations at Carthage College and Marian University; through art class got involved in Project Memory which benefited Rohingya refugee children; through foreign language class attended World Appreciation Day where they learned about international skills and careers; and again participated in the Great World Texts program offered through UW-Madison. Also special recognition should be given to four of our graduating seniors who learned their DPI-approved certification for being a Global Education Achievement Scholar. These students were Ciara Hassinger, Saylor Schoenborn, Emma Salzwedel and Megan Flora.

5. Continue to further develop “communication tools/avenues” that will both assist the District in providing information/obtain feedback and also continue to market/promote the Elkhart Lake-Glenbeulah School District.

With staff input, and the assistance of our Lakeland Intern, we expanded and regularly updated the information on our webpage so it served as both a communication tool and also as a valuable and viable marketing tool for the district. To promote and recognize all the “positives” of our District, a “Student Recognition” tab was added to the website.

Working with Bob Jarr and Dave Fink, we continued to produce creative Open Enrollment marketing ads that featured photography from our own Morgan Vollbrecht, ELGS Junior. And the ads, along with the powerful influence of “word of mouth” have worked to bring positive results. For the first time, ELGS is experiencing a positive flow of Open Enrollment!

We have begun exploring the use of social media to broadcast our school’s events and achievements. We did introduce all students to the “StopIt” app which allows students to anonymously report behavior incidents which they either witness or experience firsthand. This is a service available 24/7 and can be a resource for things from reporting bullying to an outreach for help for a student considering self-harm. Students were introduced to this app in the spring and will be given a refresher when they come back in the fall.

6. Analyze, prepare and communicate to district stakeholders the financial ramifications, need, and background information on which the upcoming November 6 referendum is based.

To prepare for the referendum, analysis on support for the school district in general, and then specifically for three projects (renovation of the auditorium, the culinary arts/FCS class/lab areas, and the athletic field bleachers/lights) began with a community survey done in the spring of 2018. The data from this survey,

along with assistance from Mike Clark from Baird in developing a financial plan to address our current and future needs, provided the basis for the Board to move forward with the referendum proposal for the November 6 election. The background, needs and ramifications pertaining to the referendum question were presented to District residents via group presentations (20+), materials posted on the website and informational brochures being mailed to district residents. Residents were also encouraged to contact the District office if they had questions or needed clarification/more information and people did take advantage of this opportunity. The end result—the referendum passed with the support of 65% of the voters.