

2019-2020 COLLECTIVE ADMINISTRATIVE GOALS & PROGRESS/STATUS UPDATES

1. Continue to explore, develop, and expand technology integration throughout the District.
This includes, but is not limited to the following:
 - A. Conduct staff development in design-thinking and Makerspace tools.
 - B. Align the new Computer Science standards with District Computer Science Scope and Sequence and Assessment Checklists at the elementary school level.

Tina Lemmens, a consultant from CESA 7, conducted several inservice trainings with our technology committee comprised of JK-grade 8 staff in regards to technology integration and the use of the makerspace areas in our school. Ms. Lemmens assisted the technology committee in reviewing the computer science standards and the scope and sequence of our curriculum. The elementary and middle school standards & curriculum were reviewed. Implementation of the standards occurred at the middle school level and discussions took place with elementary members of the technology committee about how implementation could/would occur at their level. More discussion on full implementation at the elementary level is needed and is planned for 2020-21.

Example of specific activities/opportunities that occurred this year included:

- Computer Science Standards were aligned with Code.org Units for grades 5-8. Scope and Sequence Framework for Middle School was completed.
- Teachers at the ES/MS level increased their integration of technology into their daily lessons by utilizing the makerspace areas in the elem./m.s. school to do projects related to their core curriculum areas, such as incorporating the use of virtual reality glasses, 3D printers and laser engravers (ie: 5th Grade students completed Laser engraver project of designing a puzzle); accessing several online resources and programs as assessment tools; using with students the code.org software; and participating in e-field trips. Teachers will continue to look for ways to link their core curriculum with the state and district computer science standards.
- The Technology Club (formerly Robotics Club) provided middle school students with additional opportunities to explore further technology through the use of district-owned drones and robots, 3D printers, and laser engravers. MS technology club was led by Mr. Kracht and Mrs. Wells and utilized the m.s. makerspace areas.
- Design Thinking professional development was completed during the summer of 2019. Grade 5-8 Science teachers completed the Design Thinking Projects that integrated Science and Makerspace. Project examples: designing earthquake-resistant buildings, designing a clean water filter, designing models to demonstrate Newton's Laws of Motion.
- 7th Grade Exploratory incorporated into their program curriculum two units on 3-D printing and laser graver design.
- The HS innovation room was used for classroom presentations, instruction, and collaboration opportunities for both small and large groups (students and staff), video-editing/video production and for our test trial of a new "competitive sports opportunity for our students" -- e-sports.

- C. Integrate new technology equipment/improvements/renovations into the District’s curriculum and student/staff utilization (H.S. Innovation Room; Elem./M.S. Makerspace areas; new/additional equipment: 3-D printers, plasma cutter, FANUC robotic arm, etc.).

Mr. Ostermann worked with students to integrate the use of the new technology into projects on which they were working and also infusing the use of this technology into various course curricula. In addition, ELGS continues to be part of a local consortium (Industry 4.0) with three neighboring school districts and 4 local businesses to align industry technology standards/expectations, which can then be incorporated into the students’ technical education program at each school district. Also students will have the opportunity for industry visits by the business representatives at school and participating in on-site visits/tours at each of the participating businesses for the students.

2. Continue to further develop/refine ELG’s use of Professional Learning Communities (PLC’s) in the following areas:

A. Social Studies – Continue with the implementation process (year 2) for the adoption of revised Social Studies standards.

- Staff members, Mr. DeVries and Mr. Petrie, attended CESA 7 on Oct. 14 to learn more about the rollout of the new Social Studies standards. They received documents on suggested unit order K-12. The planned completion of inventorying what is already being done in comparison with suggested units was postponed due to COVID 19 but will begin this fall. This will follow with teachers discussing any changes/updates needed to the District standards. Teachers will then begin unit alignment with standards-based skills with the unit template being developed.

B. English/Language Arts (ELA) – Review and analyze data/assessments to determine any needed programming changes. Develop and implement H.S. writing standards/prompts.

- In 2019-2020, Michelle Ring-Hanson, a consultant from Cesa 7, worked with the ELA PLC (Professional Learning Community) where they completed the following:
 - Aligned their writing checklist with ACT College and Career Readiness Writing Standards.
 - Developed consistency in student writing success criteria and grading criteria.
 - Discussed strategies for delivering writing instruction in a remote learning environment, and completed a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) to monitor implementation of the writing checklist.

\ In addition, the team identified the following components to be completed in 2020-2021:

- Developing writing anchor packs and establishing inter-rater reliability using a scoring calibration protocol.
- Using student writing data to drive instruction and student progress.
- Creating a high school interim writing assessment (common assessment), and using the writing checklist across the content areas.

Middle School ELA had planned to begin meeting the second semester after Mrs. Wells arrived, but this was put “on hold” due to the COVID 19.

- C. JK-Grade 5 Math – Implement and monitor the adoption of the new Eureka math curriculum. Staff participation in professional development for facilitation for program implementation/assessment.

- D. Grade 6-8 Math – Continue to monitor/refine recently developed Formative Assessments/student progress.

The new math curriculum (Eureka Math) was implemented over the course of the school year. Teachers utilized the provided teacher handbooks, online resources, and attended several meetings with the math/technology consultant from CESA 7, Tina Lemmens. Ms. Lemmens also provided individual math coaching for teachers who requested her help. This will continue into 2020-21.

Grades 6-8 continued to monitor and refine formative assessments they had previously created to gauge their students' mastery of identified criteria.

- E. Establishment/implementation/refinement of the following H.S. PLC's (Professional Learning Communities):

School Culture/Climate, ACP (Academic & Career Planning), and
ACT Performance/Expectations.

Staff will meet to continually collaborate, learn, analyze data, monitor, refine and create/modify lessons/activities for implementation throughout the school year.

During the 2019-2020 school year, the various PLC's were rolled out at the high school. The PLC's created goals and action plan and met throughout the year. The focus of the PLC's was student learning, collaboration, learning together by reading and analyzing best practice articles/readings, and to make decisions and suggestions for ELGHS based on data. The high school PLC's were school focused:

- ACT- Examined trends and ACT scores, suggested using PreACT and opening up Practice ACT for all 9th-11th grade students.
 - ACP- Continued to create lessons that were grade-level specific and appropriate, revised our ACP yearly and monthly schedule and continued to meet with CESA 7 consultant. They established the following ACP focus areas:
 - 9th - the focus was on being a student and study skills
 - 10th grade- started to work portfolio, attended LTC planning your future day,
 - 11th- Attended UW-Oshkosh in the fall, focus on employability skills
 - 12th - mock interviews, cover letter, resume, completion of FASFA, participated in an exit interview with ACP Advisor
 - School Culture/Climate- Surveyed staff and students in school culture and created ACT test exemption incentives. They will be participating in a book study over the summer, *The Power of a Positive Team* by Jon Gordan.
3. Establish/refine/implement District-wide the “Resorter Way” – An “age-appropriate” foundation for behavior expectations which includes the development/refinement of a character education program framework; review of current behavior data which may lead to the refinement of current behavior matrix and expectations; and review/refinement of the current student and staff recognition system/programs including possible changes and/or additions.

The focus of this goal was to expand the “Resorter Way” (a foundation of positive behavior expectations currently being used in the high and middle schools) into the elementary school. During the 2019-2020 school year, the Elementary “Resorter Way” Committee met to discuss a common language they would use and the expectations that would be in place for their students as they use the restroom, play on the playground, move through the hallways, work in the classroom and have lunch in the cafeteria. The committee created a framework identifying these expectations and created a poster outlining the

expectations in all areas. Additionally, the committee created a minor/major referral form and a “Stop and Think” form for a student to complete when that student has made a poor choice. These forms served as a way to document behavior--creating valuable student data. The committee created a positive reward system where students earned Resorter Bucks when making good choices. Students could purchase trinkets with their earned bucks.

In addition to the positive reward system, all faculty and staff (JK-grade 8) were encouraged to look for character and behavior traits that go above and beyond what is normally expected. If an adult saw these actions, they were asked to give the student a “Golden Ticket” and the student would then be sent to the office for something positive. The student was asked to write down their good deed in the “Golden Book.” Students whose names were entered in the “Golden Book” were given a golden piece of candy and a letter was sent home notifying the parents of the great character their son/daughter displayed. Students will be able to look back at their entry from year to year as the book continues to grow, displaying all of the great character traits our students display. In addition, Middle School students were recognized for their achievements and contributions via a “virtual awards ceremony” held in the spring.

The “Resorter Way” is not only a positive behavior program but a culture of key principles that creates pride in our school and community.

The high school continued to use their established behavior matrix and recognized students for behavior, participation, achievement, and accomplishments through quarterly recognition and student/staff celebrations.

4. Review Open Enrollment Trends

- A. Examine cited reasons for open enrollment applications (both in and out).
- B. Continue/refine current marketing strategies.

Due to the school closures this spring, Open Enrollment “activity” was minimal. Since July 1, we have had 4 additional “OE exception” applications come into the District and two students who were going to leave for JK are considering attending ELGS. However, upon any application entering and/or leaving the District, attempts are made to contact parents to establish the rationale behind the decision. For those going out, the common reasons were siblings were attending that school (or parents had) and closer to work/child care. The biggest reason for coming into the District was the smaller class sizes, ability to get individualized attention, and the availability of Child Care.

As far as marketing strategies, the ability to get personalized tours is well-received by parents (though this was a little more difficult to do this year for several months); the ads in the area newspapers get positive feedback from both prospective parents and our current parents/residents; but the most impactful seems to be “word of mouth” -- our current parents, staff, residents, community businesses and alumni promoting our school District. Currently Werner Homes is marketing the Victory subdivision by saying it is in a “Great School District.” Our Open Enrollment data would indicate our actions to promote the District in as many ways as possible to get the word out about all that ELGS has to offer seems to be very effective. We no longer are “Sheboygan County’s Best Kept Secret!” We have gone from a deficit of a negative 37.4 students (more students leaving than entering—JK students count as .6) in 2011-12 to a positive 25 as of June 30, 2020. However, we know this number will be changing. Also it must be taken into account that this change in the ratio of student leaving/entering the District reflects students who had left the District during the earlier years and have now gotten older and graduated. This helped also to “reverse the gap” from a negative to a positive for the District.

5. Facilitate the transition of the changes (present & future) within the leadership/administrative team.

This involves:

- A. Orientation/acclimation of the new elementary/middle school principal role.
- B. Re-define the role of the M.S. Assistant Principal.
- C. Redefine the Pupil Services/Director of Special Education Role – current and future job duties/expectations.

Debbie Hammann, Todd Fischer and Chris Petrie had worked collaboratively to “learn and define” the various roles and responsibilities each person would assume in the District. As Mr. Fischer was learning so many new things about the District, this was the perfect time for Mr. Petrie to “grow” into the assistant principal’s role and take on more responsibilities. While Mrs. Hammann was “mentoring” both in their roles, she was working with Dr. Buechel Haack to begin assuming more “oversight” for special education, JK-grade 12 -- this is still a work in progress. She was also very involved in the “Pupil Services” aspect of her role -- assessment, EL, assisting with curriculum resources, etc.

- D. Initiate discussion for expectations/responsibilities for transition of the District Administrator’s role/position.

As “seeds” are being planted for a change of District leadership in the coming year/s, staffing decisions and the transition of roles/responsibilities will continue to happen to facilitate a “smooth transition” and allow for continuity in the District services and community expectations. This began to occur this year as Mrs. Hammann assumed “leadership” of the Special Education services and is learning to complete various grants and applications. Also as Mr. Faris begins his 4th year, his reliance on the District Administrator for guidance/mentorship has greatly diminished...which is exactly what we had planned to happen.

6. Assess the impact on the District financially and educationally of the 2019-20/2020-21 State Biennial Budget and the various mandates contained within the approved Budget Bill. Analyze the impact as it also relates to the District’s long-term financial planning as it is currently in the first year of a 5-year referendum cycle.

In addition, develop/refine future financial/maintenance/personnel recommendations for short-term implementation and long-term planning as part of the analysis of the financial position of the District.

Fiscal planning for 2020-21 and 2021-22 will remain very fluid as there are so many unknowns resulting from covid 19. As funding will be uncertain as we enter into a new Biennial Budget in 2021-22, the District “reinvested” any savings that resulted from this year due to the school closing into maintenance projects and to begin preparing for all the extra costs associated with schools being able to reopen next year and being able to provide instruction virtually to all students if the need should again occur.