A Note from the Director

I have had several opportunities for reflection this year. As we neared completion of our fifth operational year, the KM Global Governance Council and I were fortunate enough to work on reviewing and renewing our contract with the Kettle Moraine School Board. This opened up conversations about our alignment with the vision, mission, and pedagogy that our charter defined. We were pleased that we have been able to remain true to the original goals, while also being flexible with the needs of our learners. What started as a very small, mainly online school has grown to be a personalized environment that thrives on collaboration in and outside of school. Our students and families have embraced the importance of leadership qualities and dispositions, as well as academic excellence. The development of self-awareness, self-regulation, motivation, empathy, and interpersonal skills is critical to college and career readiness.

This year, we saw an increase in the number of student participants in field experiences and internships. We are proud to have our students interacting with and learning from members of the community. We know from field experience participation rates and qualitative data that students have many opportunities to identify their strengths and interests, and determine a path that suits them individually.

The KM Global staff, Governance Council, and Student Advisory is committed to providing an environment of respect which supports academic and personal growth for every student. We will continue to utilize student achievement data, parent/student/staff surveys, and community partnerships to measure our growth.

Michele Koper
Director, KM Global
School Summary

**Mission:** The mission of KM Global is to cultivate a global perspective through academic excellence, active engagement, and development of leadership identity.

**Vision:** KM Global is designed for a generation of global learners experiencing education with purposeful interaction and influence. The school provides a unique learning environment equipping students with the tools and experiences to contribute innovative thought and solutions to complex global challenges, and to Know, Be, and Do the work of global leadership. KM Global incorporates a unique curriculum, assessment framework, and delivery model to build a comprehensive learning environment that enables pupils to attain educational goals.

The Know, Do, and Be pedagogical framework consists of:

a) Knowing: Attainment of specific learning outcomes guided by rigorous core content standards;

b) Doing: Participation in learning through projects; internships; travel; and other relevant experiences;

c) Being: Development of dispositions that will foster responsibility for personal leadership.

**The Curriculum:** The curriculum of KM Global is built on four pillars of learning:

Pillar 1: Global Perspective
Pillar 2: Leadership
Pillar 3: Field Experience
Pillar 4: Interconnected Standards Based Learning

---

**INNOVATIVE LEARNING DESIGN**

**Personalized Learning**
Students choose to investigate the answers to questions that match their interests and goals for the future through a personal inquiry along with the guidance of a learning coach.

**Blended Courses**
Course content is delivered both online and through small group instruction. This allows students to move at the pace that is right for them and prepares them to adapt to a variety of delivery methods used in college and the workplace.

**Learning outside the walls**
Through advanced technology, interviews, field trips, internships, and guest speakers students learn how to communicate and interact with different cultures and industry professionals extending their learning far beyond the traditional classroom.

**Collaboration**
Students work together through interactive seminars and community engagement. The small multi-age groups used in this model allow students to negotiate team dynamics, assume leadership positions and collaborate around content.

**Technology**
Technology is used to support real time connections and discussion to foster collaboration and relationship building. A variety of online tools allow for personalization of curriculum content and activities.
### 2015-2016 Enrollment Data

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>72</td>
</tr>
<tr>
<td>Female/Male</td>
<td>45 (63%) 37 (36%)</td>
</tr>
<tr>
<td>New Open Enrollments</td>
<td>5</td>
</tr>
<tr>
<td>District residents previously home schooled/private/open-enrolled out</td>
<td>4</td>
</tr>
<tr>
<td>Grades</td>
<td>9th: 17 10th: 19 11th: 21 12th: 15</td>
</tr>
</tbody>
</table>

### Projected 2016-2017 Enrollment Data

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>90</td>
</tr>
<tr>
<td>Female/Male</td>
<td>50 (56%) 40 (44%)</td>
</tr>
<tr>
<td>New Open Enrollments</td>
<td>7</td>
</tr>
<tr>
<td>District residents previously home schooled/private/open-enrolled out</td>
<td>2</td>
</tr>
<tr>
<td>Grades</td>
<td>9th: 32 10th: 18 11th: 21 12th: 15</td>
</tr>
</tbody>
</table>

### 2015 Graduation Data

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students Graduated</td>
<td>15</td>
</tr>
<tr>
<td>Attending a 4-Year College</td>
<td>12</td>
</tr>
<tr>
<td>American University, Ball State University, Carroll University, Ohio State, University of Arizona, University of WI: Madison, Milwaukee [3], Oshkosh, River Falls, Stevens Point</td>
<td></td>
</tr>
<tr>
<td>Attending a 2-Year College</td>
<td>2 (UW-Waukesha)</td>
</tr>
<tr>
<td>Full-time Employment</td>
<td>1</td>
</tr>
</tbody>
</table>
Inquiry-Based Learning

Inquiry based learning allows students to direct their learning through intensive research around a question of global relevance. In collaboration with a learning coach, students formulate questions around topics of interest. Through those questions, students engage in a highly individualized learning plan whereby they formulate sub-questions and identify research methodologies by which to explore those questions. When engaged in research, students are not only collaborating with a learning coach but also with experts in the field of their inquiry. As part of their inquiry research, students interviewed experts in fields such as politics, religion, medicine, education and the media. Students provide evidence of learning target mastery throughout the semester with their learning coach and content specialists. At the end of each semester, all students are required to demonstrate content mastery through a series of presentations including peer presentations, inquiry defenses with an expert panel, and a Community Showcase. These venues provide the students with a variety of feedback and public speaking experiences.

Sample Inquiries from the 2015-2016 School Year Include:

- What does a young entrepreneur need to successfully own a business?
- How has Native American culture and lifestyle been influenced by events in history?
- What will the refugee crisis in the Middle East have on the world?
- How has nuclear power changed history, and how does it continued to evolve?
- How has the stock market changed throughout history, and what has been the impact on society?
- How does one’s body language and status affect a relationship?
- What factors influence a child’s access to education?
- What do consumers need to know about mass produced food?
- Was the war on terror justified?
- How do multinational companies choose a new market and what impact do they have on the local economy?
- What is it like to have a disability in American society?
- What factors have played a role in police brutality cases?
- How did geography and social structure influence ancient Egypt?
- What influence has technology had on educational opportunities?
- What are the environmental and health effects of air pollution around the world?
- How has Greek mythology influenced Greek Culture?
- What steps do I need to take in order to write my first novel?
- Why is Germany dominating the global automotive industry?
- What is the role of the international community in preventing genocide?
- What are the foundations of architecture and how has residential design changed over time?
- Do the positive effects of gaming outweigh the negative effects?
- How has the progression of jazz been impacted by societal changes throughout the twentieth century?
- Is America’s two-party system flawed?
Seminars

Students had many new choices in 2015-2016 to build understanding and demonstrate competency in areas of global perspective and leadership. Seminar options this year included topics related to current topics, international organizations, exploring local leadership, career discovery, and more individualized and relevant options. Seminars and workshops were led by KM Global staff, guest speakers, and KM Global students.

Sample of seminars and workshops offered:

- Model UN - Delegate in Training
- Budget Challenge
- Leadership in Action
- Positive Psychology
- Exploring Local Leadership
- Advanced Career Development
- Becoming an Ethical Leader
- Becoming a Critical Thinker
- Career Clusters: Skills Assessments
- Creating an Effective Electronic Portfolio
- Cross-Cultural Communication
- Film as Literature
- Developing your emotional IQ
- How to Design an Effective Display
- How to Design an Effective Presentation
- How to Have a Productive Dialogue
- Career Exploration
- Current News Topics
- Geopolitics
- Be a Changemaker
- Organization and Time Management Skills
- Resume Development
- Health Exploration
- Technology Workshops
- What is Leadership?
- Amazing Race: World Exploration
- Couch to 5K
Community-Based Learning

An important aspect of becoming a global leader is to learn from and with members of the local and international community. Community members and organizations are beneficial to student learning in a variety of ways. Examples are: guest speakers, inquiry experts, exchange programs, career exploration, internships, and content-specific field experiences.

- The school year kicked off with a day at an outdoor leadership course. Students participated in a variety of collaborative challenges where they worked on communication, problem solving, and leadership development. They were also able to test their self-confidence on the high rope obstacles.
- Community projects this year included: raising funds and delivering community presentations to support LINK (Liberty in North Korea), planning educational and volunteer activities around earth day, traveling to Haiti on a service trip, leading a seminar series on communication and relationships, organizing a seminar series on mental illness along with a public service campaign, and volunteering at St. Joseph’s Medical Clinic.
- As part of the problem-based curriculum of KM Global Biology course, students worked with stem cells at the UW-Madison’s Discovery Building, and did work with the UW-Waukesha Field station.
- KM Global hosted an assembly for students and staff with Greg Forbes Siegman, Founder and CEO of The 11-10-02 Foundation and the real-life subject of "The First Thirty." Siegman explained how students can come up with innovative ideas and how the impact of those ideas can ripple effect far beyond their starting point.
- The KM Global student internship/field experience program continued to grow. All new students successfully completed their first job shadow requirements. Students learned from professionals in areas of law, sports management, government, health care, and more.
- All KM Global students experienced a day of culture in the Community. Students choose between spending the day in Milwaukee at the Public Museum and Public Market, or exploring Chicago by visiting the Field Museum, Art Institute, Navy Pier, and Shedd Aquarium.
- Through a partnership with GE Healthcare, students learned about the diversity of career options in a large global corporation, cutting-edge technology, and medical research.
- Students attended workshops on global health, science, and more at the UW-Madison “Day in Africa”.
- A group of student collaborated with high school and university students on innovation and the entrepreneurial mindset at The Commons.
- All freshmen students attended a UW-Milwaukee workshop on Xenophobia and Extremism.
- KM Global seniors visited the annual Autumn Recruitment Fair at WCTC. Through a college and career planning seminar students prepared resumes and brainstormed possible internships or other field experiences to explore career paths.
- Alverno Prof Dimitri Lazo and two students from the Catholic University of Korea visited to talk about South Korea and current events related to North Korea.
- Susan Marshall, founder of The Backbone Institute, and author of numerous books on the development of leaders and leadership skills in the business world spoke to the students about her career path.

We’d like to thank the following organizations for working with our students during the 2015-2016 school year.

- Adventure Rock
- Bank of America
- Bel Aire Flowers
- Biotechnology Center Institute
- City of Waukesha Police Department
- East Milton Elementary School
- Elect-Tech Inc.
- GE Healthcare Research Park
- Generac Power Systems
- Jodi Newman Photography
- Johnson Controls
- Latino Arts
- Magee Elementary
- MillerCoors LLC
- Milwaukee Brewers
- Orthopedic Associates of Wisconsin
- Pantheon Industries
- Quad Medical
- St. Joan of Arc
- The Center for Organizational Advancement
- United States Attorney’s Office
- UW-Madison Research Lab
- UW-Milwaukee
- UW-Waukesha Field Station
- Waukesha County Administrative Center & Courthouse
- Waukesha County Health & Human Services
- Waukesha County Sheriff’s Department
- Wisconsin Club
- Workforce Development Center- WCTC
Student Achievement

Data

ACT: Grade 11, Spring 2016

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>ELA</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>KM Global</td>
<td>21</td>
<td>20.9</td>
<td>21.2</td>
<td>22.6</td>
<td>23</td>
<td>22.1</td>
</tr>
<tr>
<td>District</td>
<td>344</td>
<td>21.9</td>
<td>22.7</td>
<td>22.4</td>
<td>22.7</td>
<td>22.6</td>
</tr>
</tbody>
</table>

Advanced Placement Tests, Spring 2016

<table>
<thead>
<tr>
<th></th>
<th># of tests</th>
<th># passed</th>
<th>% pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Language</td>
<td>6</td>
<td>4</td>
<td>63%</td>
</tr>
<tr>
<td>AP Literature</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>AP Comparative Government</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>8</td>
<td>80%</td>
</tr>
</tbody>
</table>

Recognition

- Eight KM Global Seniors earned the Global Education Achievement Certificate. The certificate from the Department of Public Instruction recognizes the students for their dedication to globally-focused academics, activities, and community involvement.
- Two KM Global students attended the Summer 2015 World Affairs Seminar. They both received Rotary scholarships to attend this week long learning opportunity at Carroll University.
- Two KM Global Seniors were chosen to travel to Haiti to participate in service learning experiences.
- A team of students won Best in State in the Verizon App Challenge.
- KM Global was named to Newsweek’s “America’s Top High Schools” list.
- Junior, Emma Healy, was a finalist in Letters about Literature, DPI Writing Contest.
- Sophomore, Monica Murphy was accepted into the Business Emerging Leaders Program at UW-Madison.
- Two freshmen were accepted into the Waukesha County Law Enforcement Explorers Program.
- Junior, Katie Hein, was a National History Day State Finalist.
- A senior attending Carroll University received a full scholarship.
- KM Global was named one of “66 Secondary Schools Worth Visiting” by the educational organization, Getting Smart.
- Sophomores, Anna Dorn and Clara Paloucek were published in Milwaukee Family Magazine in September.
KM Global Staff

<table>
<thead>
<tr>
<th>Total number of teaching staff members</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff Members</strong></td>
<td></td>
</tr>
<tr>
<td>· Erica Bardon: Business/Marketing</td>
<td></td>
</tr>
<tr>
<td>· Jill Slattery: English/Language Arts</td>
<td></td>
</tr>
<tr>
<td>· Charles Willems: Math</td>
<td></td>
</tr>
<tr>
<td>· Melissa Kirby: Science</td>
<td></td>
</tr>
<tr>
<td>· Michele Koper: Social Studies</td>
<td></td>
</tr>
<tr>
<td>· Michelle Weber: World Languages</td>
<td></td>
</tr>
<tr>
<td><strong>Years of Teaching Experience</strong></td>
<td>13 years</td>
</tr>
<tr>
<td><strong>Master's Degree</strong></td>
<td>83%</td>
</tr>
<tr>
<td><strong>National Board Certification</strong></td>
<td>17%</td>
</tr>
</tbody>
</table>

- KM Global teachers participated in various professional development opportunities including: Innovative Schools Conference on Personalized Learning (Presented), NexGen Conference (Presented), The Commons K12 Initiative, International Association for K-12 Online Learning (Presented), and Project Lead the Way.

- KM Global staff and administration continued the partnership with the Carroll University Teacher Preparation Program. Teaching candidates in areas of social studies and science spent several weeks working with staff and students.

Parent Advisory

The KM Global parent advisory is a volunteer group that meets on a regular basis (monthly) with the purpose of coordinating parent involvement (volunteering, fundraising, book studies, etc.), as well as providing an opportunity for parent-staff communication, and feedback about our school. During the 2015-2016 school year, parents volunteered time in our school helping teachers, coordinating the Community Showcase, and chaperoning field trips. They were also active in conversations about KM Global spirit wear/gear, fundraising, technology and curriculum.

Student Advisory

The KM Global Student Advisory is made up of two elected representatives from each grade level, and one chairperson. The group plans and organizes events and activities, and works with students, staff, and the Governance Council to support a positive school climate. Members of the 2015-2016 Student Advisory:

· Nicole Bera (chairperson)
· Emma Healy
· Megan Banaski
· Miranda Spindt
· Clara Paloucek
· Abby Dorn
· Nick Smiltneek

Governance Council

The KM Global Governance Council, working with the KM Global educator collaborative, oversees the operational, financial, educational, and collaborative aspects of KM Global. The Governance Council meets on a monthly basis, and is comprised of community members, parents, educators, higher education representatives, and a student. This year the Council reviewed and renewed the Charter Contract with the Kettle Moraine School District.

Members of the 2015-2016 Governance Council:

· Claudia Caves, Chairperson (National Board Certified Teacher, retired)
· Erica Bardon, Vice-Chairperson (Educator)
· Bernard Bull (Concordia University Wisconsin)
· Karen Nipko (Community Member)
· Nicole Bera (Student Advisory Chairperson)
· Barb Shaver (Parent)
Parent and Student Feedback

Each spring, The Kettle Moraine School District asks parents and students to take a survey to gauge their satisfaction in various areas. The survey is based on a likert scale from 1-5. As a district, we strive to fall between 4.5-5.0. Our 2015-2016 cumulative parent survey score for KM Global was a 4.02 and the cumulative student survey score was a 3.80. The tables below outline some of the highest and lowest indicators as rated by students and parents, as well as an analysis and action plan.

Parent Survey Data

Highest Scores:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am proud to say I have a child at this school.</td>
<td>4.33</td>
</tr>
<tr>
<td>This school provides a safe environment for my child to learn.</td>
<td>4.25</td>
</tr>
<tr>
<td>My child’s learning is a high priority at this school.</td>
<td>4.17</td>
</tr>
<tr>
<td>The school is clean and well maintained.</td>
<td>4.17</td>
</tr>
</tbody>
</table>

Lowest Scores:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>School rules/discipline plans are enforced consistently at this school.</td>
<td>3.58</td>
</tr>
<tr>
<td>I regularly receive feedback from school staff on how well my child is learning.</td>
<td>3.58</td>
</tr>
<tr>
<td>I receive positive phone calls, notes, or emails about my child from the school.</td>
<td>3.75</td>
</tr>
</tbody>
</table>

Analysis:
Parents report feeling proud to have a child at the school, as well as that learning is a high priority. This feedback reinforces our goals to set expectations that are personalized and challenging for each student. In regards to facilities, our families view our environment as safe and well maintained. However, there was lower satisfaction related to the discipline in the school, as well as frequency and quality of feedback about their son/daughter.

Goals and Actions Steps:
- There will be more learning opportunities and communication about monitoring progress online with Canvas.
- Learning coaches and teachers will increase communication with families, specifically those that are new and/or struggling.
- The director will seek more feedback from the parent advisory about improvements that can be made to increase effectiveness.
- In order to address the consistency of school rule enforcement, the school will implement phase two of a badging system which allows students to earn privileges based on academic performance and behavior.
Student Survey Data

Highest Scores:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>My learning is important at my school.</td>
<td>4.58</td>
</tr>
<tr>
<td>My use of technology is important to my success in school.</td>
<td>4.54</td>
</tr>
<tr>
<td>I have opportunities to be successful at my school.</td>
<td>4.42</td>
</tr>
</tbody>
</table>

Lowest Scores:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the healthy food choices provided by the Food Service Department at my school.</td>
<td>3.03</td>
</tr>
<tr>
<td>Students at this school are respectful of each other.</td>
<td>3.39</td>
</tr>
<tr>
<td>My teachers asks me how I learn best.</td>
<td>3.61</td>
</tr>
</tbody>
</table>

Analysis:
Based on the results of this survey, the KM Global students are in alignment with parents that learning is a priority. Our curriculum and design truly supports individual student opportunities, and the students feel they have access to those opportunities for success. Further survey data communicated that technology use is important to success. We are a one to one school, and provide students with the option to rent laptops for the year, or provide their own. This equipment is an important aspect of personalized learning. There was lower satisfaction in regards the level of student respect in the school, as well as conversations with teachers regarding their learning styles. They also voiced concerns about the food choices on campus.

Goals and Actions Steps:
- Teachers and learning coaches will have greater access to, and conversations about individual learning style inventories that students complete at the beginning of the year.
- The staff and student advisory will work together to create activities to strengthen the school climate.
- The student mentor program will be reviewed and realigned to better support new students in building relationships.
- The director will seek more feedback from the student advisory about improvements that can be made to increase effectiveness.
- In order to address the consistency of school rule enforcement, the school will implement phase two of a badging system that allows students to earn privileges based on academic performance and behavior.
Strategic Plan Goals

The KM Global Governance Council has focused on 5 primary goals over the last 5 years. In order to support the mission and vision of the school, the primary goals have remained the same. However, the specific strategies and measures within each goal have evolved over time. During the 2015-2016 year, the Governance Council and the KM Global Staff developed 100-day plans based on the Strategic Plan, and the KMSD Goals related to student achievement, service, people, and finance. Evidence of the 100-day plans and the KM Global/KMSD goals can be seen in the table below, as they were developed to support the KM Global Strategic Plan.

<table>
<thead>
<tr>
<th>Goal</th>
<th>2015-2016 Progress</th>
<th>Future Growth</th>
</tr>
</thead>
</table>
| Creating Autonomous Governance and Dynamic Partnerships | ● The Governance Council a considerable amount of time reviewing the contract and by-laws to ensure that the mission and vision of the school continued to be supported.  
● The contract with the KMSD school board was renewed in the spring of 2016 for 5 years.                                                                 | ● The Council will review the strategic plan and determine next steps for plans and goals.  
● The role of the governance members with the parent advisory, community, and students will be reviewed and defined.                                                                                                                                                                                                                           |
| Implementing a Global Leadership and Innovation Pedagogy | ● In order to support disciplinary literacy and provide more academic relevance, the ELA and Biology teachers worked to create opportunities to complete English Language Arts requirements through 9th grade Biology curriculum.  
● The Governance Council voted to increase the graduation requirements to ensure completion of specific global leadership essentials, including a credit in field work/internships.  
● Proficiency-based assessments were utilized in Spanish and French courses.  
● There was a continuation of the micro-credentialing and badging pilot used for the design of KM Global Foundations/Seminars. Units of study were grouped by competencies and tied to a specific badge.  
● Students conducted conferences with parents that were based on leadership qualities, habits, and dispositions.                                                                                                    | ● With the support of ELA coaching, all teachers will work on strengthening disciplinary literacy integration.  
● KM Global staff, Governance, and parents will continue to create and strengthen opportunities with community members, in order to provide experiences outside of the classroom for students.  
● The staff will continue to research management tools for a badging system that will support all levels of Foundations, seminars, and workshops. Students will be able to earn badges based on demonstrating specific competencies, as outlined by the individual badge requirements. Credits will be issued based on quantity and quality of the badges earned.  
● All content areas will review and revise learning outcomes for courses/credits.  
● Proficiency-based assessments will be implemented in all Spanish and French courses, with the goal to begin advancing and placing students based on proficiency.  
● Core staff will continue to work on Leadership skills and will provide PD to all staff, for a full-school implementation.                                                                                           |
| Facilities: Equipment, Supplies, and Furnishings | ● Canvas was used as the learning management system.  
● The school completed the first full year in the new, renovated space on the campus of Kettle Moraine High School.  
● The school will be participating in the KMSD Technology Partnership Program during 2016-2017 school year. This will provide all 9th and 10th graders with ownership of a laptop or chromebook. 11th and 12th graders will continue to rent the devices or use their own.  
● Phase 2 of furnishings and supplies will be determined with the increased student body. |
| --- | --- |
| Professional Development for continued faculty development | ● KM Global teachers participated in various professional development opportunities including: Innovative Schools Conference on Personalized Learning, NexGen Conference, The Commons K12 Initiative, International Association for K-12 Online Learning, Canvas webinars, and Project Lead the Way.  
● For 2016-2017 we will continue to offer professional development opportunities based on teacher needs and school goals. The director and staff will work on ways to be more intentional about PD involvement, ensuring that all staff members are participating in training related to personalized, digital, and competency-based learning, in addition to training in their content areas.  
● Teachers will continue to receive training on Canvas, specifically on outcomes and mastery grading. |
| Engaging Parent Involvement and Support | ● Parent Advisory meetings were held throughout the year. Discussions related to fundraising, spirit wear, technology, and the community showcase.  
● Families donated financially to support two school field trips.  
● The overall parent satisfaction score increased from 3.89 to 4.02 from last year.  
● Based on feedback related to school information, digital tools, and the inquiry process, there will be a pilot of optional parent workshops held in the fall.  
● Based on feedback related to communication, the current parent/teacher conference model will be evaluated.  
● The Governance Council will continue to increase presence and communication with the parent advisory. |