



PILLARS TO SUCCESS

*“Without continual growth and progress, such words as **IMPROVEMENT**, **ACHIEVEMENT**, and **SUCCESS** have no meaning.” Benjamin Franklin*

With the many tasks and challenges that face our administrators, teachers, parents, and students every day, we believe the best way to continually improve is to focus our initiatives. By directing our energies on programs that can make substantial change, we will provide our community of learners an opportunity for life-long success.

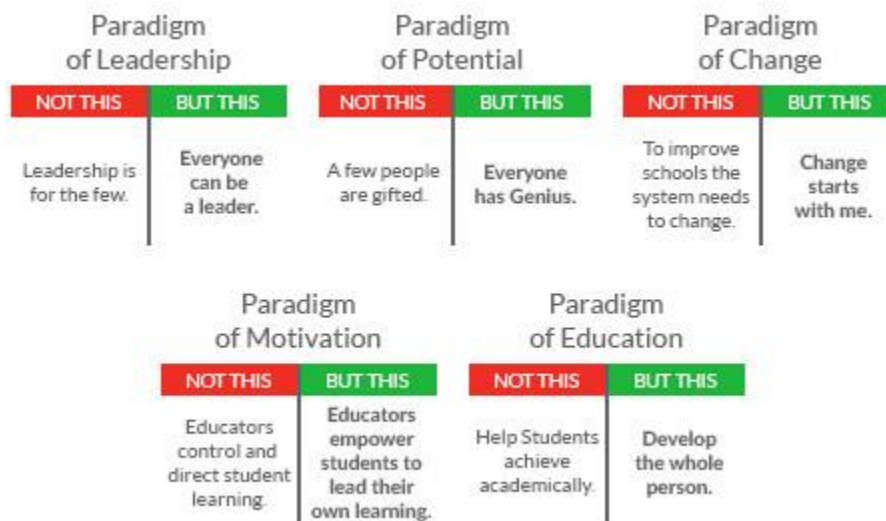
The Pillars to Success is designed to focus our energies on select programs that have demonstrated best practices and effective growth in all students and buildings.

PILLAR 1

The Leader in Me

The Leader in Me is Franklin Covey’s whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every student can be a leader.

Instead of seeing children through the lens of a normal distribution curve—some kids are naturally smart and others are not—*The Leader in Me* paradigm sees that every child is capable, every child is a leader. This paradigm changes everything.



PILLAR 2

NGLE/Next Generation Learning Environment

Next Generation Learning Environments accelerate educational innovation through applied technology to dramatically improve college and career readiness and completion. Our mobile education iPads initiative goal for mobility education is to provide real world teaching and learning into the lives of students. This will be accomplished by enhancing the process of education through current and future trends in technology. Students will be able to utilize and apply different sources of media to learn new strategies for life-long learning.

From a student's perspective, next gen learning is...

- Personalized to the ways I learn best
- Flexible so that I can try different ways to learn
- Interactive and engaging so that I participate in the learning
- Relevant to the life I'd like to lead
- Organized around my own progress against goals I understand
- Constantly informed by different ways of demonstrating and measuring my progress
- Collaborative with teachers and peers, unlimited by proximity
- Agile and supportive when I need extra help
- Challenging but achievable, with opportunities to become expert in an area of interest
- Available to me as much as it is to every other student

Next gen learning will focus on six dimensions—define, measure, design, implement, enable, scale. By defining our focus next generation, learning will help more students' complete high school, career and college, at a reasonable cost. <http://nextgenlearning.org> See the attached reference material to provide a starting point for all staff.

PILLAR 3

Literacy Program

Much of being successful in school and in life relies on the ability to read, write and communicate effectively.

North Fork Local Schools is working towards using evidence-based practices outlined within the Science of Reading framework. This approach also includes writing components outlined from ODE's Plan to Raise Literacy. The Ohio Department of Education aims to increase student achievement through improving language and literacy outcomes for all students. For more in-depth information and to view the plan, visit the attached link.

<https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx?lang=en-US>.

The district's literacy goal is to effectively transform students into life-long, confident, and independent readers and writers using the five building blocks.



Math Focus:

Improvement in mathematics curriculum will occur with the addition of sight-based course corrections. Vertical and horizontal alignment along with the focus of pacing with the state curriculum will enhance the math program.

- A clear focus on the Growth Mindset – Growth mindset describes a way of **viewing challenges and setbacks**. People who have a growth mindset believe that even if they struggle with certain skills, their abilities aren't set in stone. They think that with work, their skills can improve over time.

PILLAR 4

Career and Pathways Education (CAPE)

The goal of CAPE is to ensure that all graduates leave Utica High School with their diplomas plus acceptance into one of the following four areas:

- Two- or four-year colleges or universities
- Well-paying, high-demand jobs
- Adult education or apprenticeships
- Armed forces

In partnership with community representatives and local educators, our district has worked to identify career pathways that fit to this area. Three pathways have been identified:

- *Agriculture*
- *Automation, manufacturing and engineering*
- *Health and public service*

Working directly with the Career and Technology Center of Licking County (C-Tec) we have provided career instruction at the middle school level. Our partnerships with COTC, OSU Newark, and Mount Vernon Nazarene University, students have opportunities to begin their thought processes on a career and then move to accomplish those goals in the time they are in school.

- With the use of Advanced Placement classes, Dual Enrollment, and College and Career courses, the district will provide a clear path toward post-secondary options.
- With C-Tec and the Knox County Career Center the district will provide a clear path toward career employment with apprenticeships.

Other strategic initiatives:

1. Update disciplinary paradigm.
2. Middle school building project.
3. Manage and work with work force development.
4. Envision Utica, to manage growth, and community expectations.

Strategies and Innovations for Implementing Next Generation Learning

How do you apply blended, competency-based, personalized learning when the traditional toolbox for educators doesn't have the tools you need? Here are some tools to add to your toolbox.

These easy-to-consume 2-pagers describe the “next gen tools” and offer screenshots, links, videos, and other artifacts so you can use the tools or create something similar yourself. It's the start of a Next Gen Toolbox go to the webpage <http://nextgenlearning.org> for more information.

Tools to Personalize Learning

How do you manage individualized learning pathways for 30 students in a classroom, or 400 students in a school, or 1,000+ students? How can you identify the strengths, needs, goals, and interests of each student, keep track of them, continuously update them, and use them to guide instruction? The tools to personalize learning are beginning to emerge. One of the most essential tools is personalized learning plans and learner profiles.



Personalized Learning Plans & Learner Profiles

Three schools are using these tools to help a student **to identify and track academic and social-emotional needs, goals, and pace** and teachers use them to truly personalize learning and advance student success.

Learning and Data Platforms

Educators are finding current learning management systems and data dashboards wholly inadequate for their redesigned learning models. Some of the obstacles are systems aligned to courses, which prevents next generation schools from mapping the progress of individual students through customized pathways or tracking the competencies students are mastering at their own pace. NGLC districts develop their own learning and data platforms that more fully aligned to competency-based personalized learning.



Activate Instruction

Teachers at Summit Public Schools use **this free, open, online site for curricula that integrates assessments** (in conjunction with Illuminate Education and ShowEvidence), which allows students to progress at their own pace in one integrated space.



COLLEGE *for* AMERICA
AT SOUTHERN NEW HAMPSHIRE UNIVERSITY

CfA Learning Environment (CLE)

The comprehensive platform for students and educators at College for America **tracks learning and degree progress and provides data management and analytics.** It was created specifically for a direct assessment, competency-based degree program and is available to others via Motivis Learning.



Buzz

This K-12 personalized learning platform used in Education Achievement Authority of Michigan schools **facilitates the delivery of core content and assessments to students**, allows students to advance at an individualized pace, and provides data to inform teachers' instructional strategies.



matchbook
LEARNING
SPARK

Matchbook Learning's Spark

A tool that **integrates student data from numerous providers of resources and assessments**, Spark was developed in-house to allow for customized starting points, multiple learning pathways, and mastery-based progression demonstrated through applied projects.

Teacher Preparation and Professional Learning

The promise of next generation learning depends upon educators who create and enable personalized learning, use data from digital content and next gen learning platforms, and create the environment for learning. Next gen mindsets and skills have only recently been articulated in competency frameworks for [blended learning](#), [learner-centered teaching](#), and [deeper learning](#). These next gen tools help schools create a stronger pipeline for next generation educators and better support educators as they develop the competency-set they need to teach in next gen learning environments.



Hiring for Mindset

Students and teachers at project-based Da Vinci Schools assess a teacher candidate's performance, knowledge, willingness to learn, collaborative spirit, and respect for students.



MERIT PREPARATORY
CHARTER SCHOOL

Blended Learning Classroom Design

Three teachers work as a team in one personalized, blended learning classroom at Merit Prep. This design provides **daily, embedded professional learning** for teachers that aims to improve all teachers' effectiveness in the classroom.



Pre-Service Teacher Learning Collaborative

To prepare a pipeline of new teachers for blended classrooms, **student teachers from Jacksonville State serve as co-teachers** to gain experience in the personalized, blended, mastery-based learning environment at Piedmont Middle School.



EDUCATION ACHIEVEMENT
AUTHORITY of Michigan

EAA Professional Development

The Education Achievement Authority of Michigan uses a **blended, mastery-based professional development** course to help teachers leverage EAA schools' student-centered learning environment.

Facilities and Classroom Design

Next generation educators are finding that traditional school and classroom designs prevent them from fully implementing their new learning designs. These tools showcase the design decisions and flexible approaches that allow spaces to be enablers of learning.



e3 Civic High School Facility

The infrastructure of e3 Civic High School is **a flexible, open, 21st century space** designed specifically to support the school's personalized and project-based curriculum.



MERIT PREPARATORY
CHARTER SCHOOL

Blended Learning Classroom Design

Merit Prep classrooms involve **a large open space with smaller adjoining breakout rooms** to accommodate up to 115 students and three teachers working as a team in a personalized, blended learning environment.