North Fork _Local Schools_

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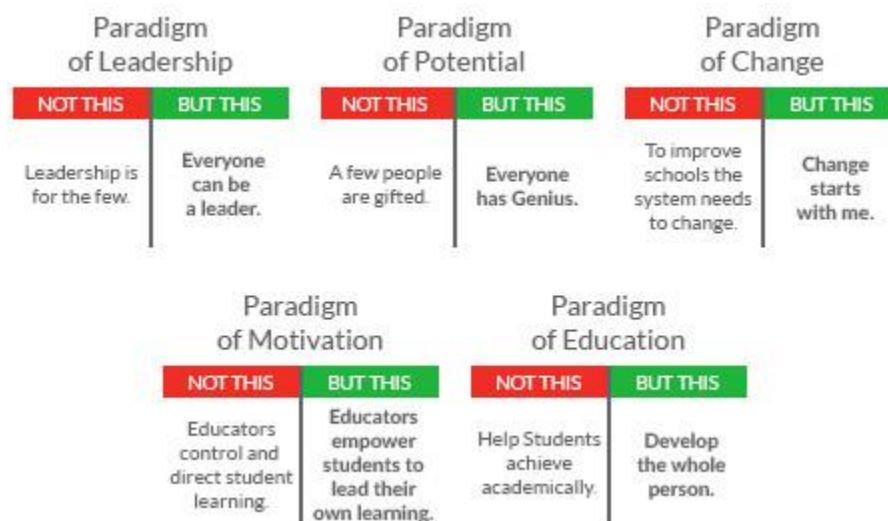
The Pillars to Success is designed to focus our energies on select programs that have demonstrated best practices and effective growth in all students and buildings.

PILLAR 1 – Leadership Learning (Domain)

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.

Paradigm of Leadership		Paradigm of Potential		Paradigm of Change	
NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS
Leadership is for the few.	Everyone can be a leader.	A few people are gifted.	Everyone has Genius.	To improve schools the system needs to change.	Change starts with me.

Paradigm of Motivation		Paradigm of Education	
NOT THIS	BUT THIS	NOT THIS	BUT THIS
Educators control and direct student learning.	Educators empower students to lead their own learning.	Help Students achieve academically.	Develop the whole person.

Revised: May 16, 2024

PILLAR 2 – **Foundational Knowledge and Skills (Domain)**

21st Century Skills

21st century skills comprise skills, abilities, and learning dispositions identified as requirements for success in 21st century society and workplaces by educators, business leaders, academics, and governmental agencies. This is part of an international movement focusing on the skills required for students to prepare for workplace success in a rapidly changing, digital society. Many of these skills are associated with deeper learning, which is based on mastering skills such as analytic reasoning, complex problem solving, and teamwork, which differ from traditional academic skills as these are not content knowledge-based.

21st century skills are grouped into three main areas: Learning and innovation skills, Digital literacy skills, and Career and life skills. Some examples of 21st century skills are**:**

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Communication skills, oral and written communication, public speaking and presenting, listening
- Collaboration, teamwork, cooperation, leadership
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Information literacy, research skills and practices, interrogative questioning
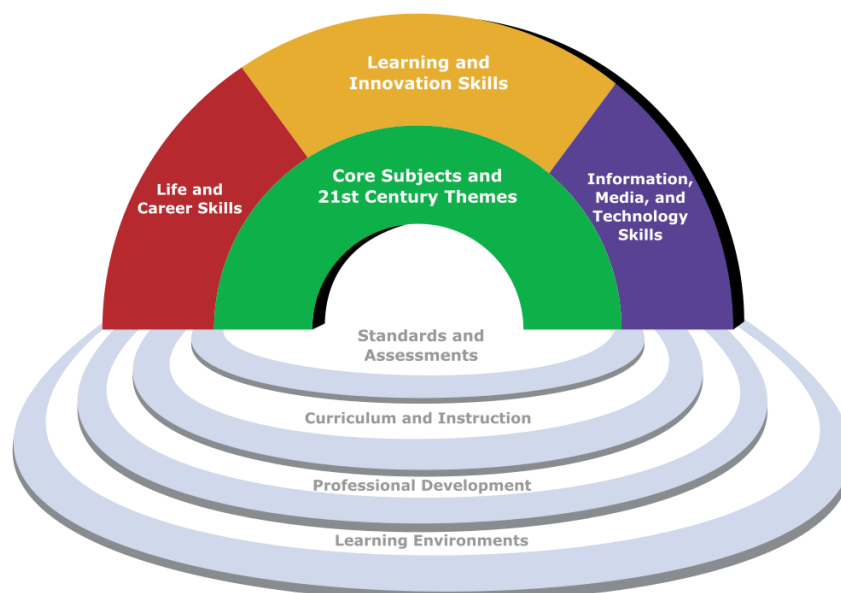- Technology skills and digital literacy, using and applying technology, media, and online tools

Figure 1 - P21 Framework for 21st Century Learning

PILLAR 3 – Well-Rounded Content (Domain)

Curricular Programs – Literacy and Math

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 and Workforce Development 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 link below. 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 aligned with the Science of Reading.

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 – Social-Emotional Learning (Domain)

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:

- **Enrollment** - Two- or four-year colleges or universities, post-secondary training.
- **Employment** - Well-paying, high-demand jobs
- **Enlistment** - 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, will allow students to have opportunities to begin their career pathway to accomplish those goals in the time they are in school.

- With the use of Advanced Placement classes, Duel 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 the

<u>Leader in Me</u>

<u>Pillar 1</u>

Implementation of the Leader in Me will begin at the elementary level using the material and guidance from the Leader in Me program, and move upward through each of the grade levels. The program will focus on:

- Leadership: Leadership is taught directly to students, but more important, integrated seamlessly with everyday lessons. Students look for ways to use their talents to better the school community.
- Culture: Staff and students are empowered to have a voice in their school and feel a strong sense of community and trust.
- Academics: Students are active agents in their learning. They set personalized goals and frequently share their data and progress with other students, teachers, and parents.

Professional development will include on sight and web-based material. These will focus on individual effectiveness, team effectiveness, and schoolwide effectiveness.

<u>**Measurement**</u>: Reaching 85% of participation of both students and staff at each grade band.

Strategies and Innovations
for Implementing

21st Century Skills

Pillar 2

This will be accomplished by enhancing the process of education through current and future trends in instruction. Students will be able to utilize and apply different sources of skills to learn new strategies for life-long learning.

From a student's perspective, 21st Century Skills are...

- 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

Measurement: Will be assessed through professional development, administrators will identify application of district goals as identified through the 21st Century Skills. Growth will be measured by showing student and staff engagement by 30% the first year, and increasing each year.

Strategies and Innovations
for Implementing

<u>Curricular-Literacy/Math programs</u>

<u>Pillar 3</u>

To improve the overall outcomes for literacy and math-based programs, the district will engage in an analysis of both programs; identify weakness areas, and establish an action plan to either enhance the curriculum, or change the programs as a whole.

The Ohio Department of Education and Workforce Development model curriculum will be utilized for a benchmark starting point. New laws and regulations will inevitably make changes to areas that may not be identified.

Professional development will be needed for all staff to engage in the change process. A professional development schedule and timeline will need to be developed.

<u>Measurement</u>: 100 % of all certified staff must complete Science of Reading modules by June 2025. The use of Star/Freckle programs will be used to show incremental growth in individual student performance each year.

Strategies and Innovations
for Implementing

<u>Career and Pathways Education (CAPE)</u>

<u>Pillar 4</u>

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, will allow students to have opportunities to begin their career pathways to accomplish their goals in the time they are in school. The district will provide a clear path toward post-secondary options through:

- The use of Advanced Placement classes,
- Dual Enrollment, and
- College and Career courses,

Through collaboration with C-TEC and the Knox County Career Center the district will provide a clear path toward career employment with apprenticeships and high skilled positions.

<u>**Measurement**</u>: Will include the use of post- graduate surveys of students one year and five-year marks.

Strategies and Innovations
for Implementing

Other Initiatives

1. Update disciplinary paradigm
    a. Completed August 2023 – measurement includes disciplinary reports of major offenses. Goal will be to see at least a 10% reduction in major discipline every year thereafter.

2. Middle school building project
    a. In process – measurement will be culmination of the completion of a new middle school.

3. Manage and work with work force development.
    a. Continuous – measurement includes continued collaboration with Ariel Corporation to continue student involvement. Goal will be to work with other companies to enhance the opportunities for students.

4. Envision Utica, to manage growth, and community expectations.
    a. Ongoing – This goal is at the very infancy stage – measurement will include participation at events and meetings of at least 60%.