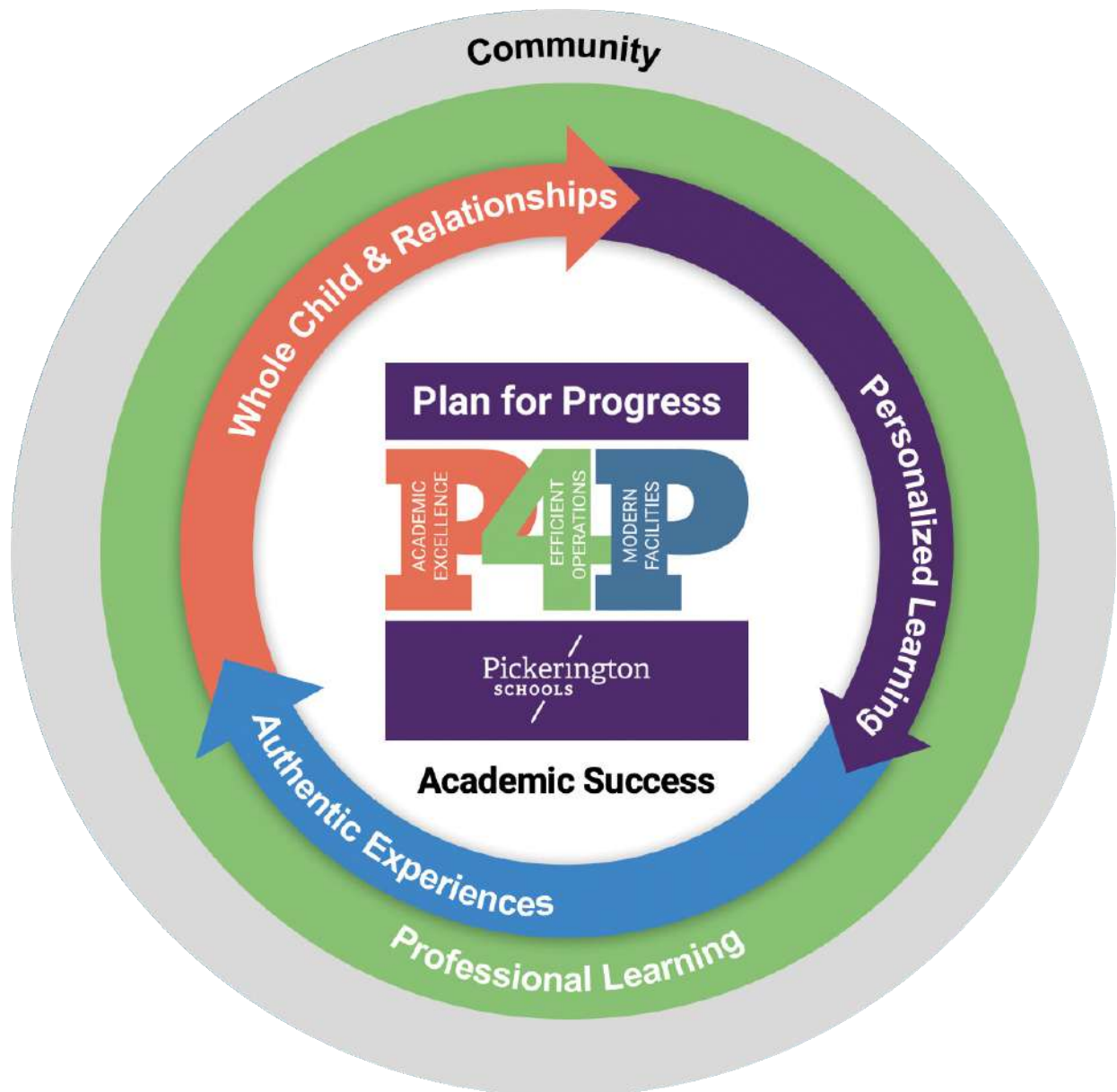


Plan for Progress

Pickerington's Roadmap for the Future



— Executive Summary

Pickerington Schools is doing some pretty great things. We have a caring and engaged staff who are student-focused and supported by each other and by leadership. We have excellent resources and technology in well maintained and clean facilities. Our community is incredibly supportive, with 74 percent of them saying that Pickerington Schools provides good value for their tax dollars. And, the numbers show we are doing an excellent job of preparing our students for higher education. Almost 100 percent of Pickerington students graduate in four years, and the graduating class of 2019 was offered \$20.5 million in scholarships – the most in our district’s history!

So...how do we build on our success to remain on a path to excellence? **What is our Plan for Progress?** As our enrollment continues to grow (projections indicate we will gain 1,000 students by 2023-24), state funding is being debated, and trends and requirements in education change, we must be thinking well into the future to keep our schools on the right track. We have outlined a Plan for Progress that provides a roadmap for the future of the district, ensuring that we are attaining greater levels of efficiency, reaching a higher level of community trust, and graduating students who are prepared for the opportunities and rigors of today’s world. This roadmap reflects resident and staff input, values and priorities and is built on addressing these three core goals:

— Academic Excellence

What must we do to engage all our students in relevant and rich learning experiences that will prepare them for career, college, and life?

— Modern Facilities

Do our facilities reflect the environment needed to be physically safe and academically successful while offering diverse opportunities for all students? If not, how can we improve?

— Efficient Operations

What can we do now to be financially accountable to our community, maximize resources, and ensure the district is operating leanly and efficiently?

Academic Excellence

- **Personalized Learning** – We will use best teaching practices, high-quality instructional resources, and technology to transform education to include personalized experiences that are rigorous, standards-based, and authentic, to encourage our students to become lifelong learners with the necessary skills to be successful in college, career, and life.
- **Authentic Experiences** – We are committed to engaging our students in authentic experiences, providing real-world learning so that they will have the knowledge, skills and dispositions to positively impact their classroom, school, local, and global communities.
- **Whole Child and Relationships** – Our district will provide healthy, safe, engaged, supported, and culturally responsive education for the development of the whole child so that educators will develop positive relationships and students will cultivate lifelong learner habits that will enable them to thrive in complex, dynamic environments.
- **Professional Learning** – Our educators will receive personalized professional learning, collaborative cultures, authentic learning tasks, and high-quality feedback/reflection to empower them to model this in their own practice.

WHOLE CHILD & RELATIONSHIPS

- Positive, Caring, & Relationship-Oriented
- Social-Emotional Learning
- Culturally Responsive
- Inclusive
- Positive Digital Citizen

PERSONALIZED LEARNING

- Competency-Based Curriculum
- Flexible Learning Options (*Physical, Blended, Digital, Virtual*)
- Responsive Instruction
- Purposeful Assessment
- 21st Century Skills

AUTHENTIC EXPERIENCES

- Relevant, Real World
- Problem-Based
- Community Connected
- Student-Directed
- Credentials & Certifications

PROFESSIONAL LEARNING

- Pathways for Learning
- Blended
- Job-Embedded
- Personalized
- Relevant & Purposeful



— Modern Facilities

- **Safety and Security** – We aim to provide a school environment where every student feels healthy, supported, and secure so that they will have the optimal learning environment to explore, learn, and grow.
- **District Facilities** – Our administrators work to effectively and efficiently use building space so we will create learning environments that are flexible and supportive for lifelong learning.
- **Building and Classroom Space** – We want to provide a modern learning environment that gives teachers the flexibility to manipulate their classrooms for changing needs and flexible learning spaces that will foster more collaboration and creativity to keep students engaged and enthusiastic about their learning.
- **Extracurricular Facilities** – Pickerington Schools will offer modern extracurricular facilities to assist with the development of talent and wellbeing of our students.

BUILDING & CLASSROOM SPACE

- Adequate classroom space
- Flexible learning spaces
- Room for potential growth

SAFETY & SECURITY

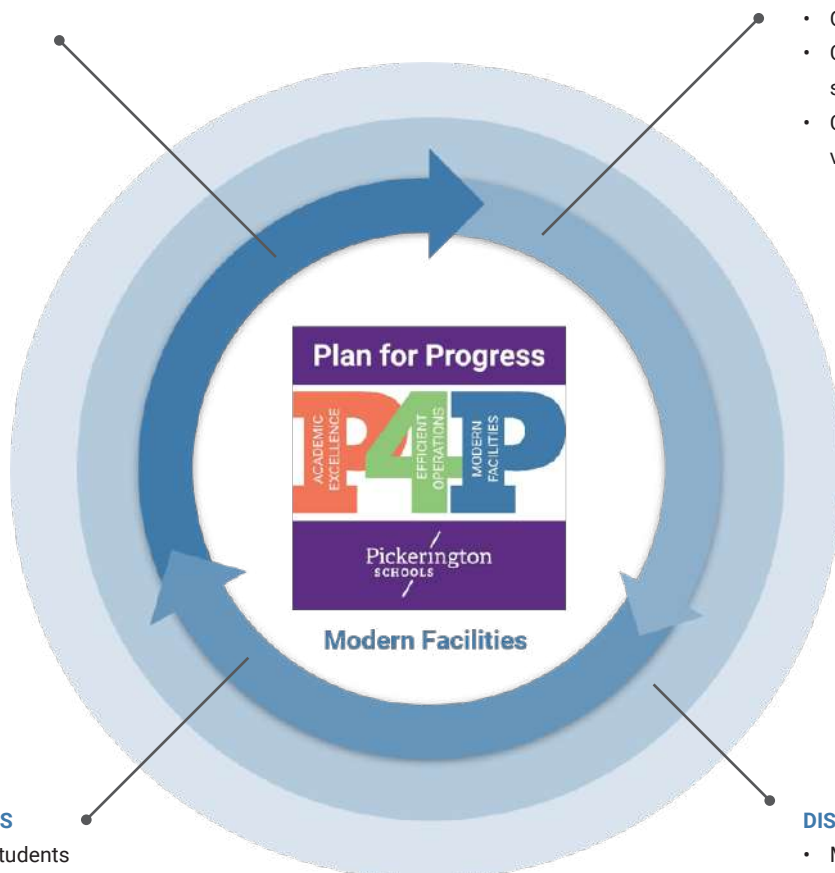
- Effective school safety plans
- Ongoing safety training for staff
- Consistent implementation of safety procedures
- Consistent procedures for visitors

EXTRACURRICULAR FACILITIES

- More opportunities for our students
- Facilities that compete with surrounding districts
- Facilities that support classroom learning

DISTRICT FACILITIES

- Modern and attractive spaces that inspire and support learning



Efficient Operations

- **Effective Resource Investments** – Pickerington Schools will regularly monitor and assess the use of our resources to ensure they are being expended for purposes that have the most impact on student achievement.
- **Transparent Communication** – Pickerington Schools will widely disseminate and make financial information available to all stakeholders to provide relevant data to decision makers that impact student performance while enhancing trust and confidence in our efforts.
- **Thorough Financial Planning** – We use a wide variety of relevant financial data and information to plan and hone and develop sound fiscal policies, procedures, and processes, so we can ensure that we will be equipped to positively affect future student performance.
- **Resource Stewardship** – Our leaders are committed to incorporating responsible planning while maximizing the care and management of our resources so we can provide our stakeholders a value proposition that impacts student achievement in a fiscally responsible manner.

PREPARED

- Forward-thinking
- Engaged
- Anticipating Change

EFFECTIVE

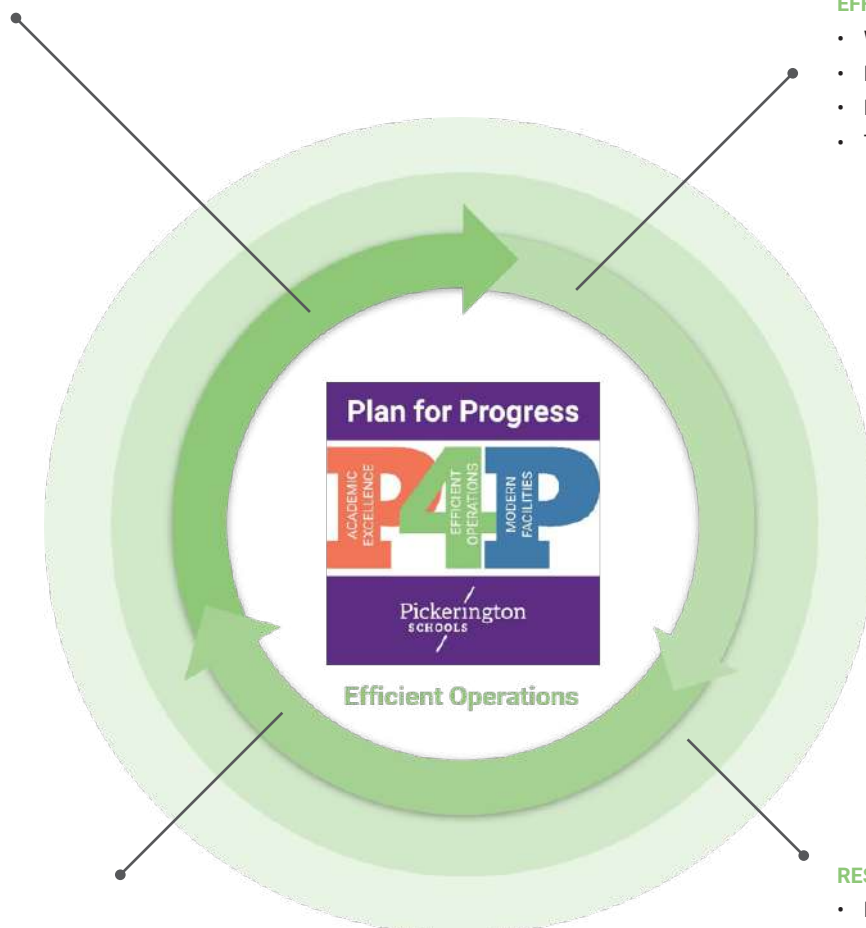
- Wise Resource Management
- Relevant Decision Making
- Evaluative
- Timely

TRANSPARENT

- Accessible
- Open
- Relevant Disclosure of Data

RESOURCE STEWARDSHIP

- Responsible
- Prudent Use of Resources
- Value



With the Plan for Progress, Pickerington Schools will remain successful for our students and our community by not reveling in our past and recent achievements but by keeping our focus on continuous improvement in each of these fundamental areas.

— Academic Excellence Pillar

What must we do to engage all of our students in relevant and rich learning experiences that will prepare them for career, college, and life?

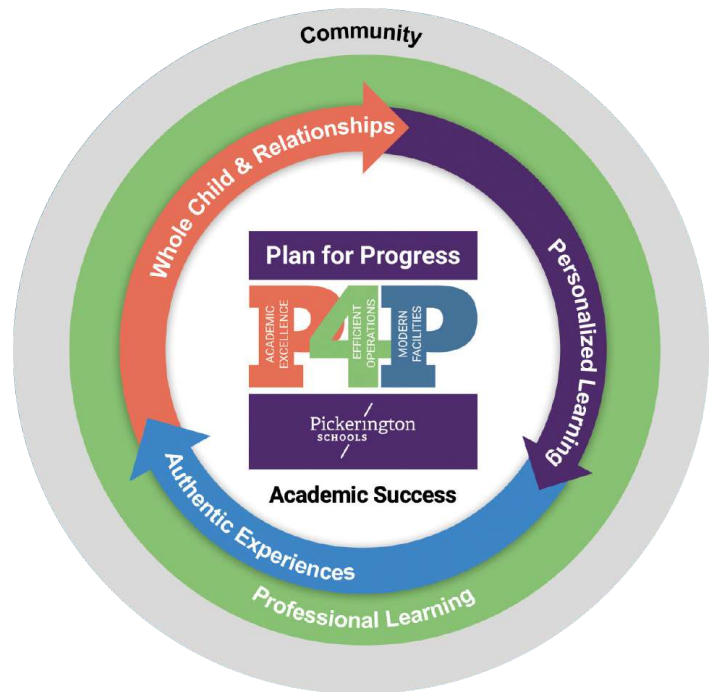
THEORY OF ACTION

If we use best teaching practices, high-quality instructional resources and technology to transform education to include personalized experiences that are rigorous, standards-based, and authentic, then students will become lifelong learners with the necessary skills to be successful in college, career, and life.

If we provide healthy, safe, engaged, supported, and culturally responsive education for the development of the whole child, then educators will develop positive relationships and students will cultivate lifelong learner habits that will enable them to thrive in complex, dynamic environments.

If we engage students in authentic experiences, providing real-world learning, then students will have the knowledge, skills and dispositions to positively impact their classroom, school, local, and global communities.

If we provide personalized professional learning, collaborative cultures, authentic learning tasks, and high quality feedback/reflection, educators will feel empowered to model this in their own practice, then students will realize personalized learning, positive personal relationships, and authentic experiences.



Plan for Progress Academic Excellence Common Definitions

— Personalized Learning

If we use best teaching practices, high-quality instructional resources and technology to transform education to include personalized experiences that are rigorous, standards-based, and authentic, then students will become lifelong learners with the necessary skills to be successful in college, career, and life.

GOAL — Educators will use exemplary teaching practices, instructional resources, and technology to provide personalized experiences that are rigorous, standards-based, and authentic.

STRATEGY	TACTICS <i>Action steps to achieve the strategy</i>	DESIRED OUTCOMES <i>Expected results</i>	MEASUREMENT <i>How can the outcome be measured?</i>	HIGH IMPACT INSTRUCTIONAL PRACTICES <i>(Hattie)</i>	PICKERINGTON SCHOOLS' INITIATIVES <i>(Current & Future)</i>
<p>Pickerington Schools will use best teaching practices, high-quality resources, and effective technology to provide personalized learning for each student.</p> <p>DEFINITION Personalized learning is instruction that offers pedagogy, curriculum, and learning environments to meet the individual student's needs. The experience is tailored to learning preferences and the specific interests of different learners offering choices in place, path, pace.</p> <p>BIG IDEAS:</p> <ul style="list-style-type: none"> Competency-Based Curriculum Flexible Learning Options (Physical, Blended, Digital, Virtual) Responsive Instruction Purposeful Assessment 21st Century Skills 	PLSD will select evidence-based curriculum and resources to personalize instruction.	Curriculum and resources allow for the personalization and differentiation of teaching and learning.	Utilizing gap closing metrics.	<ul style="list-style-type: none"> Teacher Efficacy 1.57 Student Expectations of Self 1.44 Self-reported Grades 1.33 Response to Intervention 1.29 Teacher Credibility 1.09 Classroom Discussion .82 Teacher Clarity 0.75 Feedback 0.75 Evaluation & Reflection 0.75 Formative Evaluation 0.48 Questioning 0.48 Teacher Expectations 0.43 	<ul style="list-style-type: none"> Blended Learning Ohio Improvement Process Grading Practices 21st Century Skills Leadership Skills Varied System of Assessments Enrichment & Intervention (E&I) Multi-tiered System of Support (MTSS) Traditional Learning One2One Station Rotation Choice Boards Responding to Student Data Common Assessments Adaptive Digital Content Curriculum Frameworks Flexible Learning Spaces Standards-Based Report Cards
	PLSD will use resources and digital content in intentional and purposeful ways that lead to personalized instruction.	Resources will be used with fidelity and in ways that benefit the student and produce actionable data. Technology is scaffolded and used in a variety of powerful ways beyond substitution.	Using metrics available per the resources/ digital content, syllabus progress, mastery levels, usage data, SAMR, TPCK and ISTE Standard, LearnPlatform Impact Analysis Study.		
	PLSD will customize the physical learning environment to encourage personalized learning.	Classrooms and spaces will be adjusted to allow for a variety of learning styles and spaces.	Number of rooms and spaces that have been adjusted.		
	PLSD will use personalized learning strategies such as station rotation and choice boards to allow student-led learning.	All educators are using personalized learning strategies for a minimum of 50% (2020), 75% (2021) of class time.	Data collected from walkthroughs, evaluations, instructional rounds, surveys.		
	PLSD will support educators in establishing systems for student goal setting and tracking their learning.	Teachers establish systems in which students can clearly define their goals, see their forward progress, and where they are in the process of reaching their goals	Clear learning targets with student success criteria, data binders/ tracking sheets, completion of goals.		

Personalized Learning

Definitions of Big Ideas

Competency-Based Curriculum — Refers to a system of instruction, assessment, grading, and academic reporting based on students demonstrating that they are learning the knowledge and skills they are expected to learn as they progress through their education.

Flexible Learning Options (Physical, Blended, Digital, Virtual) — The learning environment changes to meet the needs of the learner and the learning outcomes, can be a physical learning space, a blended learning spaces, a digital learning space, or virtual learning space.

Responsive Instruction — Refers to practices of attending and responding to the substance of students' thinking.

Purposeful Assessment — Practices that help educators and students understand where they have been, where they are, and where they might go next. Purposeful assessment drives instruction and affects learning.

21st Century Skills — The term "21st-century skills" is defined as certain core competencies that we believe need to be taught to help students thrive in today's complex, ever-changing world.

— The Whole Child & Relationships

If we provide healthy, safe, engaged, supported, and culturally responsive education for the development of the whole child through positive relationships among educators and students, then lifelong learner habits will be cultivated that will enable students to thrive in complex, dynamic environments.

GOAL — Educators will create a healthy, safe, engaging, supportive, and culturally responsive learning environment through positive relationship with students.

STRATEGY	TACTICS <i>Action steps to achieve the strategy</i>	DESIRED OUTCOMES <i>Expected results</i>	MEASUREMENT <i>How can the outcome be measured?</i>	HIGH IMPACT INSTRUCTIONAL PRACTICES <i>(Hattie)</i>	PICKERINGTON SCHOOLS' INITIATIVES <i>(Current & Future)</i>
<p>PLSD will create a healthy, safe, engaging, supportive, and culturally responsive learning environment through positive relationships with students by developing social-emotional skills and competencies among students and staff.</p> <p>DEFINITION The Whole Child is addressed through positive relationships that promote social-emotional learning within a healthy, safe, engaging, supportive, and culturally responsive learning environment.</p> <p>Social-emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL 2017). These are the skills and competencies that support college and career readiness and promote success in life.</p> <p>BIG IDEAS:</p> <ul style="list-style-type: none"> • Positive, Caring, & Relationship-Oriented • Social-Emotional Learning • Culturally Responsive • Inclusive • Positive Digital Citizen 	<p>PLSD will educate educators & support staff in the skills and mindsets to support social-emotional learning and promote trauma-informed practices through professional learning opportunities.</p>	<p>Educators & support staff will implement social-emotional learning and trauma informed practices in their daily teaching and student interactions.</p> <p>Modification of digital citizenship curriculum based upon Gaggle data.</p>	<p>Results from Panorama surveys, use of socio-emotional standards, Gaggle data. <i>Examples: anecdotal records morning meetings, conversations with students, Panorama Survey results</i></p>	<ul style="list-style-type: none"> • Teacher Estimate of Student Achievement 1.62 • Teacher Credibility 1.09 • Integrating Prior Knowledge 0.93 • Self-Efficacy (Growth Mindset) 0.92 • Scaffolding 0.82 • Effort (Grit) 0.77 • Behavioral Intervention Programs 0.6 • Teacher-Student Relationships 0.52 • Self-Regulation Strategies 0.52 • Teacher Expectations 0.43 	<ul style="list-style-type: none"> • Panorama SEL • R-Factor • Gaggle • Digital Citizenship • Counseling Curriculum • Counselor Support • Inclusion Model of Co-Teaching • Start with Hello • Digital Wellness • Grade Level Transitions • Equity Factors • Trauma-Informed Care • Winning in Student Excellence (WISE) • SMART LAB • Project Based Learning (PBL) • PLSD Success Skills • Where Everyone Belongs (WEB) • Positive Behavior Intervention Supports (PBIS) • Universal Design for Learning (UDL)
	<p>PLSD will measure perceptions of school climate and social-emotional well-being of students and staff using valid and reliable instruments.</p>	<p>Students, educators & support staff, and parents perceive climate within their schools as positive. Students self-report they feel valued and safe.</p>	<p>Valid and reliable measurement tools including the Panorama Survey, PBIS data, Guidance Department metrics, etc.</p>		
	<p>PLSD will prepare educators & support staff to emphasize 21st Century Skills needed for life during and after their time in the Pickerington Local School District.</p> <p>PLSD will provide students opportunities to understand the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p>	<p>Educators & support staff integrate 21st Century Skills in the their daily teaching and student interactions. Educators increase courses and experiences that offer success skills.</p> <p>Educators will implement the PLSD Digital Citizenship K-12 curriculum.</p> <p>Students will be responsible citizens in the physical and digital world.</p>	<p>Survey students & alumni at different stages of life about the readiness for life before, during, and after graduation. (National Clearinghouse Data, Alumni Information, PBIS Data)</p> <p>Monitor digital habits through Gaggle Admin dashboard.</p> <p>PLSD Digital Citizenship Lessons</p>		
	<p>PLSD will provide opportunities for educators and staff to increase inclusivity and cultural competency practices.</p>	<p>Educators & support staff will use cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them. They will see cultural differences as assets. They model inclusive language while using multiple and diverse examples. They provide accommodations when appropriate. They strive to be fair and practice inclusive classroom behaviors. Teachers remove barriers to learning.</p>	<p>Gap closing metrics</p> <p>Panorama survey results</p>		

The Whole Child & Relationships

Definitions of Big Ideas

Social-Emotional Learning — Is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Culturally Responsive — Is a student-centered approach to teaching in which the students' cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world.

Inclusion — Refers to a model wherein special needs students spend most or all of their time with non-special needs students.

Positive Digital Citizen — A person who develops the skills and knowledge to effectively use the Internet and other digital technology, especially in order to participate responsibly in social and civic activities.

— Authentic Experiences

If we engage students in authentic experiences, providing real-world learning, then students will have the knowledge, skills and dispositions to positively impact their classroom, school, local, and global communities.

GOAL – Educators will be able to effectively create authentic experiences that result in self-directed, real-world opportunities.

STRATEGY	TACTICS <i>Action steps to achieve the strategy</i>	DESIRED OUTCOMES <i>Expected results</i>	MEASUREMENT <i>How can the outcome be measured?</i>	HIGH IMPACT INSTRUCTIONAL PRACTICES <i>(Hattie)</i>	PICKERINGTON SCHOOLS' INITIATIVES <i>(Current & Future)</i>
<p>Pickerington Schools will expose students to authentic experiences inside and outside of the classroom in order to prepare students to become productive members of their school, local, and global communities.</p> <p>DEFINITION Authentic experience is the culmination of student learning in a manner that results in a self-guided, real world opportunity regardless of whether or not it takes place in a traditional classroom.</p> <p>BIG IDEAS:</p> <ul style="list-style-type: none"> • Relevant, Real World • Problem-Based • Community Connected • Student-Directed • Credentials & Certifications 	<p>PLSD will develop opportunities and tweak curriculum that would lead to industry-recognized credentials. Additionally, educate and support students in attending Career Center programs.</p>	<p>Students earn industry-recognized credentials and certificates.</p>	<p>Prepared for Success data.</p> <p>Students who earn credentials from the Career Center.</p>	<ul style="list-style-type: none"> • Assessment Capable Learners 1.33 • Cognitive Task Analysis 1.29 • Teacher Credibility 1.09 • Deep Motivation and Approach 0.69 • Teacher Clarity 0.75 • Field Independence 0.68 • Problem-Solving Teacher 0.68 • Service Learning 0.58 	<ul style="list-style-type: none"> • College & Career Readiness • Career-Tech Courses • Project Lead the Way • Virtual Reality • Job Shadowing • Courses that Lead to a Credential or Certification • Online Courses • Mentorship • Naviance • Service Learning • Project-based Learning (PBL) • Comprehensive Career Counseling Program • Career-Based Intervention (CBI) <p>FUTURE IDEAS</p> <ul style="list-style-type: none"> • World of Work • Nepris • RIASEC & Holland Code
	<p>PLSD will develop partnerships with business and industry to provide increased opportunities for authentic learning and workplace learning experience.</p>	<p>Teachers design instruction that provides students access to professionals in industries of interest to them.</p>	<p>Number of students completing an independent learning agreement.</p> <p>Number of workplace learning experiences.</p>		
	<p>PLSD will provide educators and students with technology tools to enhance the educational experience.</p>	<p>Students will use a variety of technology tools providing real-world experiences inside the classroom environment.</p>	<p>Increased connections with content, Engagement & Empowerment, Student Perception of Technology Survey.</p>		
	<p>PLSD will incorporate Project-Based Learning (PBL) activities into all grades curriculum.</p>	<p>Students will experience solving real-world project-based issues.</p>	<p>Number of PBL activities embedded into the curriculum.</p>		

Definitions of Big Ideas

Student-Directed — Students are given greater control, ownership, and accountability over his or her own career exploration.

Problem-Based — Students are challenged to learn through engagement in a real-world problem.

Relevant, Real World — The learning experiences are either directly applicable to the personal aspirations, interests, or cultural experiences of students or that are connected in some way to real-world issues, problems, and contexts.

Community Connected — Student learning is connected to situations, institutions, and citizens in their community and throughout the world.

Credentials & Certifications — The credential is issued by a third party with authoritative power and is proof of an individual's qualification or competence in a given subject. Certification is awarded to an individual once the issuing agency can objectively quantify that he or she is qualified to perform a job or task.

— Professional Learning

If we provide personalized professional learning, collaborative cultures, authentic learning tasks, and high quality feedback/reflection, educators will be empowered to model this in their own practice, then students will realize personalized learning, positive personal relationships, and authentic experiences.

GOAL — Educators will acquire, enhance, and refine the relevant knowledge, skills, practices, and mindsets necessary to create and support high levels of learning for each student.

STRATEGY	TACTICS <i>Action steps to achieve the strategy</i>	DESIRED OUTCOMES <i>Expected results</i>	MEASUREMENT <i>How can the outcome be measured?</i>	HIGH IMPACT INSTRUCTIONAL PRACTICES <i>(Hattie)</i>	PICKERINGTON SCHOOLS' INITIATIVES <i>(Current & Future)</i>
<p>Pickerington Schools will engage educators in professional learning that stimulates their thinking and provides best practices to keep teaching methods up to date.</p> <p>DEFINITION Professional learning is the means by which teachers, administrators, and other staff acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for each student.</p> <p>BIG IDEAS:</p> <ul style="list-style-type: none"> • Pathways for Learning • Blended • Job-Embedded • Personalized • Relevant & Purposeful 	<p>PLSD will provide relevant, differentiated professional learning for all educators. Focusing on personalized learning, whole child and relationships, and authentic experiences.</p>	<p>Educators will have the choice of which aligned skills they need to learn to be successful in their classroom with their students, transforming how educators learn and teach.</p>	<p>Professional learning will translate into more effective teaching and learning practices that benefit all students, which is reflected in student achievement and progress.</p>	<ul style="list-style-type: none"> • Teacher Efficacy 1.57 • How to Accelerate Learning • Vocabulary Programs • Concept Mapping • Direct Instruction • Cooperative vs. Individualistic Learning • Phonics Instruction • Feedback • Providing Formative Evaluation to Teachers • Reciprocal Teaching • Peer Influences on Achievement • Teacher Credibility • Teacher/Student Relationships • High Expectations for Each Student • Teaching Study Skills & Learning Strategies 	<ul style="list-style-type: none"> • Learning Pathways • Innovation Conference • LPDC • License Renewal • Job Embedded Coaching • Use of Social Media to Curate Learning • 2-Hour Delay • Full PD Days • Ohio Improvement Process • Micro-Credentialing • Evaluator Feedback • Building and Fostering Leadership Skills • Sharing of best Practices • Instructional Rounds • #PLSDproud
	<p>PLSD will provide focused, ongoing, and active professional learning opportunities.</p>	<p>Professional learning will be aligned with professional growth plans. Professional learning will increase collaboration and result in immediate implementation. Opportunities to earn micro-credentials.</p>	<p>Increase in student achievement.</p> <p>Evaluator feedback.</p> <p>Teacher portfolio-21st century evidence.</p>		
	<p>PLSD will provide ongoing instructional coaching support and feedback.</p>	<p>Improved teacher practices and efficacy.</p> <p>Create a culture of open-mindedness and change.</p>	<p>Improved teacher practices, by using walk through data, improvement plans, adult implementation data.</p>		
	<p>PLSD will provide assistance and support for leaders to build their capacity and hone their skills as leaders.</p>	<p>School leaders create the conditions necessary for teachers to excel and students to succeed.</p>	<p>PBIS data, student assessment data, surveys, climate and culture, successful training of future building/district leaders.</p>		

Definitions of Big Ideas

Pathways for Learning — Various courses of professional learning based on the goals and direction of the district and buildings.

Blended — A method of instruction in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace.

Job-Embedded — Professional learning that is focused on quality instruction and enhancing teaching practices to improve student achievement. It occurs during the workday and in the classroom, closely aligned to the actual work of teachers in the classroom with their current students, designed to improve teachers' instruction.

Personalized — Tailoring learning for each student's strengths, needs and interests, including enabling student voice, choice in what, how, and where they learn, to provide flexibility and support to ensure mastery of the highest standards possible.

Relevant & Purposeful — Professional learning that is closely aligned to the goals and objectives of the district and building.

Success Skills for Pickerington Students

Portrait of a Graduate: The core competencies that we believe need to be taught to help students thrive in today's complex, ever-changing world.



Innovation Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

Empowered Learners

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Computational Thinker

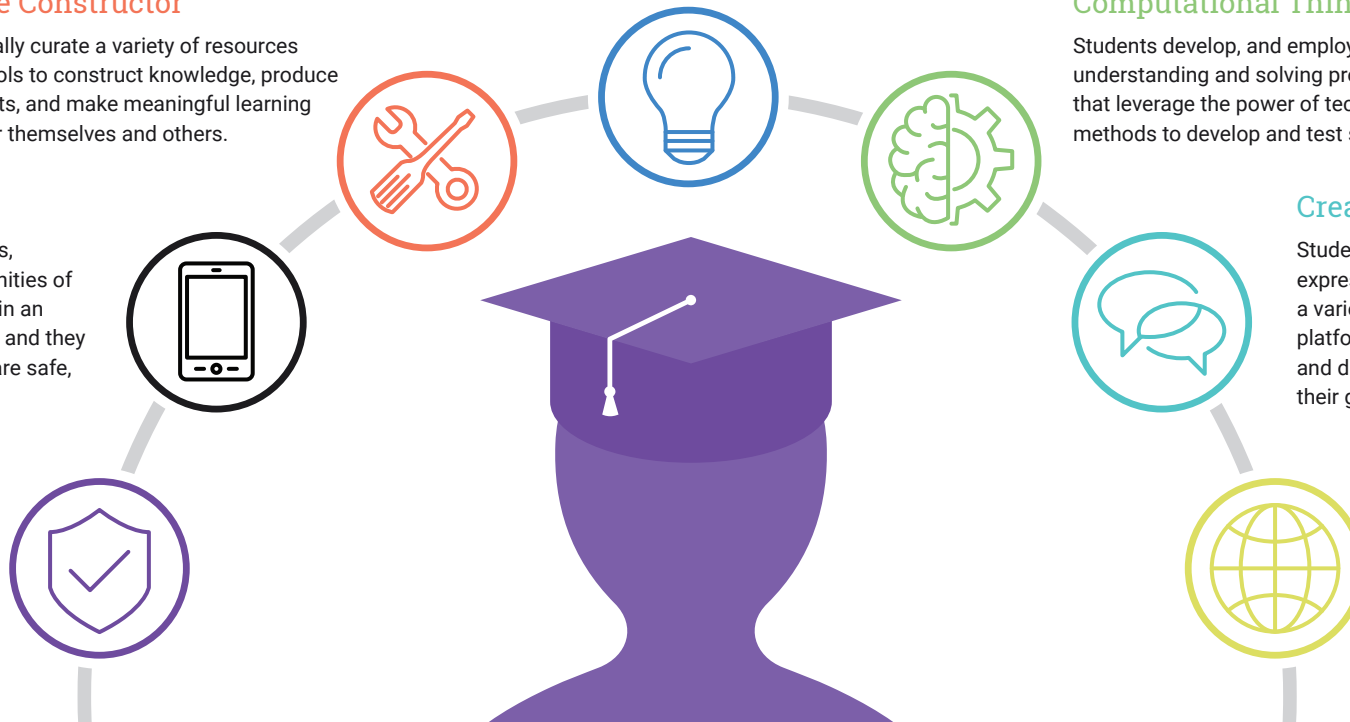
Students develop, and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.



— 21st Century Skills for Pickerington Students

Definition — The term “21st Century Skills” is defined as certain core competencies that we believe need to be taught to help students thrive in today’s complex, ever-changing world. Merging the [ISTE student standards](#) and the [P21 skills for 21st Century Learners](#)

Foundational knowledge and skills — Our students will have command of basic skills in mathematics, English language arts, and technology—the building blocks that enable future learning.

Well-rounded content — The graduate will have exposure to social studies, sciences, languages, arts, and physical education.



Empowered Learners

Students leverage resources to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Standards

1a — Students articulate and set personal learning goals, develop strategies leveraging resources to achieve them, and reflect on the learning process itself to improve learning outcomes.

1b — Students build networks and customize their learning environments in ways that support the learning process.

1c — Students use technology and resources to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1d — Students understand the fundamental concepts of technology and resource operations; demonstrate the ability to choose, use, and troubleshoot issues and problems; and can transfer their knowledge to explore emerging technologies and/or resources.

Skills

REAL-WORLD EFFECTIVENESS

MEANINGFUL PRODUCTION

LEADERSHIP

REFLECTIVE PRACTICE

ADAPTABILITY

PERSISTENCE

USING WHAT YOU KNOW

EMBRACING CHANGE

MINDFULNESS

POSITIVE ATTITUDE

SELF-CONFIDENCE

FLEXIBILITY

INITIATIVE

ACCOUNTABILITY

GROWTH MINDSET

URGENCY

“FAILING FORWARD”/GRIT



Digital Citizen

Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

Standards

2a — Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

2b — Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

2c — Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d — Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Skills

SELF-AWARENESS

EMOTION-REGULATION

GOOD JUDGMENT

ACCOUNTABILITY

INFORMATION LITERACY

SENSE OF BELONGING

SCHOOL SAFETY



Knowledge Constructor

Students critically curate a variety of resources to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Standards

3a — Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b — Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

3c — Students curate information from resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d — Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

Skills

SELF-DIRECTED LEARNING

IDEA GENERATION

IDEA EVALUATION & ANALYSIS

SELF-DIRECTION

DETAIL ORIENTATION



Innovation Designer

Students use a variety of resources within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

Standards

- 4a** — Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
- 4b** — Students select and use digital tools to plan and manage a design process that considers design constraints, and calculated risks.
- 4c** — Students develop, test, and refine prototypes as part of a cyclical design process.
- 4d** — Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

Skills

DESIGN THINKING

PROCESS ACUMEN

CREATIVITY

INNOVATION

ENTREPRENEURIAL DRIVE

CRITICAL THINKING



Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of all resources to develop and test solutions.

Standards

- 5a** — Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.
- 5b** — Students collect data or identify relevant data sets, use resources to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- 5c** — Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- 5d** — Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

Skills

INQUISITIVENESS

INFORMATION LITERACY

DATA SYNTHESIS

PATTERN RECOGNITION

BIAS AWARENESS

PROBLEM-SOLVING

COMPUTATIONAL THINKING



Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Standards

- 6a** — Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 6b** — Students create original works or responsibly repurpose or remix resources into new creations.
- 6c** — Students communicate complex ideas clearly and effectively by creating or using a variety of objects such as visualizations, models, or simulations.
- 6d** — Students publish or present content that customizes the message and medium for their intended audiences.

Skills

COLLABORATION

COMMUNICATION

OPENNESS & PERSPECTIVE

DIVERSITY & INCLUSION

EMPATHY

HUMILITY



Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Standards

- 7a** — Students use resources to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- 7b** — Students use collaborative resources to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.
- 7c** — Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- 7d** — Students explore local and global issues and use collaborative resources to work with others to investigate solutions.

Skills

COMMUNITY ENGAGEMENT

GLOBAL AWARENESS

SOCIAL AWARENESS

SERVICE MENTALITY

SHARING

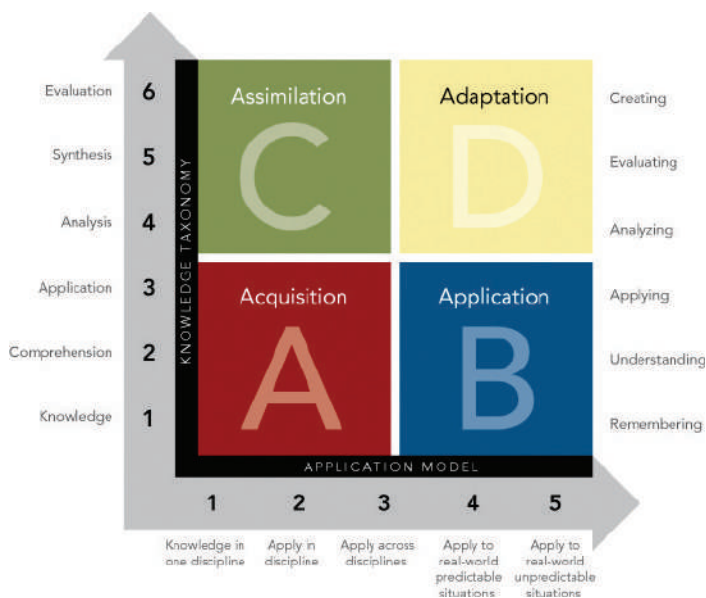
OPPORTUNITY RECOGNITION

— Rigor Framework

We will use the International Center for Leadership in Education's Rigor and Relevance Framework. Approximately six years ago, several teachers, administrators, and district office administrators attended the Model School's Conference in Washington, D.C. Our intent was to continue the work around the Rigor and Relevance Framework with the entire district. The beauty of the framework is that it dovetails nicely with our theory of action. The framework speaks to instructional planning and instructional strategies, engagement, student authentic learning, assessments, and technology applications, all as they relate to rigor and relevance framework.

DEFINITION

Rigorous learning is developing in students the skills, knowledge, attitudes, and aptitudes that will enable their success in the increasingly complex world in which they will live and work. To achieve rigorous learning for all students requires instructing each student in a way that is relevant to him or her.



The Rigor/Relevance Framework has four quadrants:

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Quadrant C represents more complex thinking but still knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote *Hamlet*.

Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

Each of these four quadrants can also be labeled with a term that characterizes the learning or student performance.

Modern Facilities Pillar

What must we do to ensure our schools and facilities offer the modern learning environment needed to help prepare our students for the future?

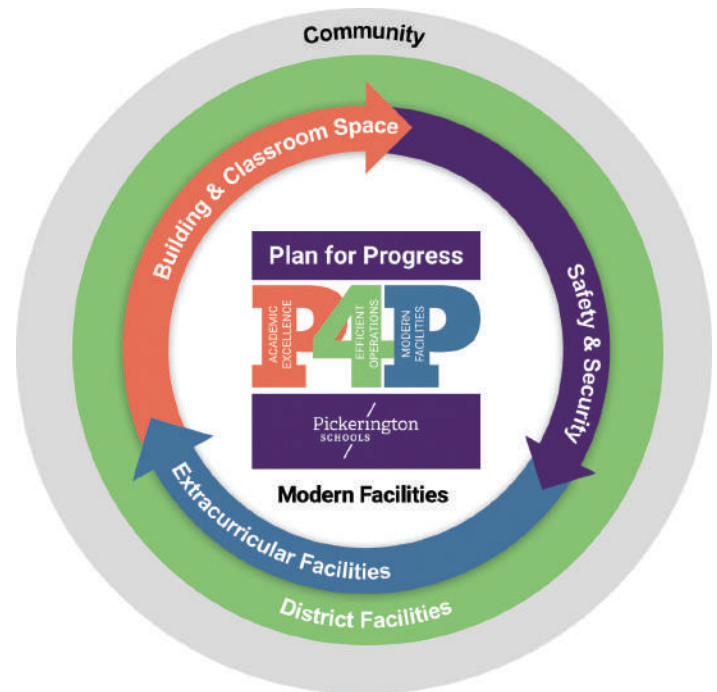
THEORY OF ACTION

It is important that our buildings and extracurricular facilities offer lots of flexibility and enhance the educational environment for our students and staff. The space in our buildings should be a tool for teaching and preparing our students for career and life.

A modern learning environment provides teachers the flexibility to manipulate their classrooms for changing needs and to create flexible learning spaces for more collaboration and creativity. This will keep students more engaged and enthusiastic about their learning.

A modern learning environment configures classes to inspire learning first and foremost, and, where appropriate, reflect the diversity of environments that students are exposed to outside a school setting. Students will have beautiful spaces, both in and outside the buildings, that make them feel good to be at school.

A school environment should be one in which every student feels safe. A safe environment will help students feel healthy, supported, and secure. Promoting school safety creates an open space for kids to explore, learn, and grow.



Appropriate, functional, and adequate building and classroom space – The district will use its current building space to its fullest capacity and effectiveness while creating a long-term plan to address the needs of a growing district.

STRATEGY	TACTICS <i>Action steps to achieve the strategy</i>	DESIRED OUTCOMES <i>Expected results</i>	MEASUREMENT <i>How can the outcome be measured?</i>	INITIATIVES <i>(Current & Future)</i>
Pickerington Schools will effectively and efficiently use building space to create learning environments that are flexible and supportive for lifelong learning.	PLSD will identify available classroom space in each of their buildings.	The number of possible classrooms will be identified for each building in anticipation of future growth.	Available Space report will be created and monitored.	Central High School: <ul style="list-style-type: none"> Created 4 additional instructional spaces. Created a classroom within the media center. Created additional space above commons area. Created an additional conference area to allow a conference room to be converted into a classroom. Planning to add 3 additional instructional spaces. Ridgeview Junior High: <ul style="list-style-type: none"> Converting a multipurpose room into a band room with small instructional spaces. Moving the band allows for two additional classroom spaces. Lakeview Junior High: <ul style="list-style-type: none"> Added additional space to increase programming. All Buildings: <ul style="list-style-type: none"> Identified available space in each building for potential growth. Moved preschool to Sycamore to create additional space in Tussing and Violet.
	PLSD will complete an enrollment study to determine anticipated growth.	Based on the data from the enrollment study, PLSD will be able to predict when additional classroom space should be added.	Enrollment study report.	
	PLSD will make program placement adjustments to maintain adequate space for all buildings.	District shared programs/ classes will be moved to buildings that have additional classroom space in order to maintain adequate space in buildings in need of additional classroom space.	Continued monitoring of the Available Space report.	
	PLSD will make necessary renovations to add additional classroom space. PLSD will prepare the McGill property for future expansion as needed.	Renovations to create additional classroom space will take place in identified buildings. Having a site with grading and utilities available for new buildings and facilities.	Completion of project and full use of the additional space. Completion of approved expansion project phases.	
	PLSD will design a long-term building plan to address the need for additional space due to enrollment growth.	The district will create a plan that will detail the needed buildings and extracurricular facilities with projected timelines along with necessary boundary adjustments.	Completion of the facilities plan.	

Modern Facilities Pillar

Safe and secure buildings and facilities – The primary responsibility of every school district is to ensure a safe and secure environment for students, staff, and visitors. A safe and secure environment can enable more productive learning.

STRATEGY	TACTICS <i>Action steps to achieve the strategy</i>	DESIRED OUTCOMES <i>Expected results</i>	MEASUREMENT <i>How can the outcome be measured?</i>	INITIATIVES <i>(Current & Future)</i>
Pickerington Schools will ensure the safety of our schools through multiple components, including physical security, emergency management, and violence prevention efforts.	PLSD will create processes to ensure building security throughout the day.	Staff members will conduct daily door checks.	Annual audit of security procedures.	<ul style="list-style-type: none"> Initiated greeting protocol in all buildings. LED lighting introduced in seven buildings (plan to finish all buildings in two years). Added additional cameras throughout the district. Planning to install silent alarms in all buildings by the end of summer. Updated busing communication system by relocating it on the city communication towers. Introduced and trained staff on a security app used to notify DO and first responders. Updating radio communication system across the district. Required each building to use a set protocol for substitute teachers for security purposes.
	PLSD will incorporate a security tracking system for required emergency drills.	Staff will use a district selected emergency tracking app to report and document emergency drills and any actual emergency situation.	Annual audit of security procedures.	
	PLSD will create common visitor sign-in procedures across the district. PLSD will identify and install security cameras in needed areas.	Visitors to our buildings will be expected to use a similar procedure. PLSD will install additional cameras in identify areas that require additional monitoring.	Annual audit of security procedures.	
	PLSD substitutes will be provided a similar protocol for security in the building.	All buildings in the district will be using similar procedures across the district for informing substitute teachers of security procedures.	Annual audit of substitute training.	

Appropriate extracurricular facilities – The district will provide the students with high-quality facilities that meet requirements and standards to enable them to excel in extracurricular and co-curricular activities that will enhance their entire educational experience.

STRATEGY	TACTICS <i>Action steps to achieve the strategy</i>	DESIRED OUTCOMES <i>Expected results</i>	MEASUREMENT <i>How can the outcome be measured?</i>	INITIATIVES <i>(Current & Future)</i>
Pickerington Schools will provide modern extracurricular facilities that assist with the development of talent and well-being of our students.	PLSD will develop extracurricular facilities for games, competition, and performance.	PLSD will provide high-quality facilities that are comparable to surrounding and competing districts.	Continual review and evaluation for inclusion and future capital improvement plans.	<ul style="list-style-type: none"> Improving playing surfaces at Central High School to alleviate usage on Tiger Stadium. Add water and bleachers to a pre-existing field. Phase one: grading of McGill site. Phase two: in planning stage. LED lighting outside theater at Central.
	PLSD will identify areas that are in need of upgrading.	PLSD will upgrade facilities that currently do not meet state and/or local standards.	Continual review and evaluation for inclusion and future capital improvement plans.	
	PLSD will improve the green space that is available for use to enhance all extracurricular programs.	More space will be added to create more opportunities for students to enhance their participation in extracurricular programs.	Continual review and evaluation for inclusion and future capital improvement plans.	
	PLSD will continue improving the accessibility to all our facilities.	PLSD will improve accessibility to all extracurricular facilities in order to create a more positive experience for the Pickerington community.	Continual review and evaluation for inclusion and future capital improvement plans.	

Efficient Operations Pillar

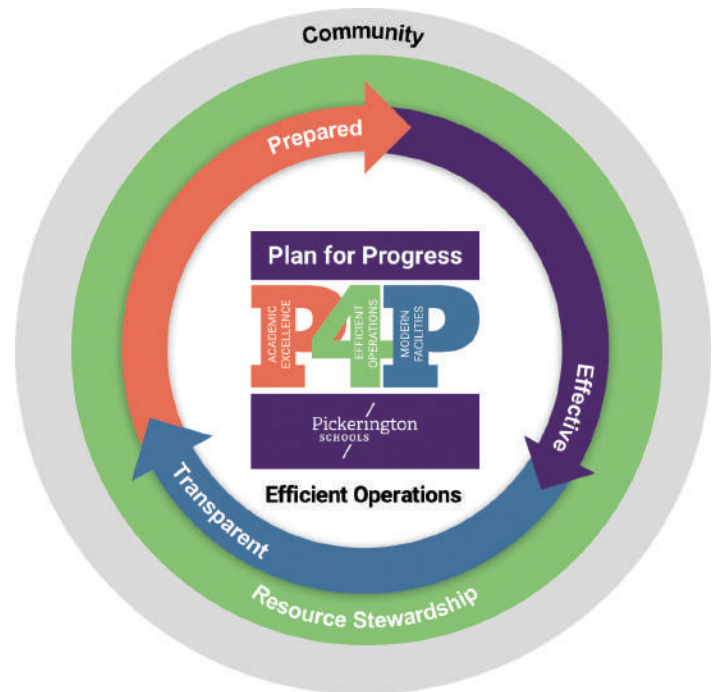
What can we do now to be financially accountable to our community, maximize resources, and ensure the district is operating leanly and efficiently?

THEORY OF ACTION

As steward of the community's investments in its schools, the district is committed to ensuring stakeholders have easy access to and understanding of Pickerington Schools' finances.

Because our resources are not unlimited, Pickerington Schools must always make the best use of its resources to maximize the value to our students, our staff, and our community. Moreover, these choices about resource allocation and use must not occur in a vacuum. We must be well-informed, and we must plan wisely to ensure future success.

Openness, accountability, and preparation enhance Pickerington Schools' efforts to operate efficiently and effectively.



Efficient Operations Pillar

Effective – If Pickerington Schools regularly monitors and assesses the use of its resources, then we can ensure that we are expending those resources for purposes that have the most impact on student achievement.

STRATEGY	TACTICS <i>Action steps to achieve the strategy</i>	DESIRED OUTCOMES <i>Expected results</i>	MEASUREMENT <i>How can the outcome be measured?</i>	INITIATIVES <i>(Current & Future)</i>
Pickerington Schools will effectively plan for its financial future with sound fiscal policies, procedures, and practices that enhance student performance.	Communicate and explain to DO Department's: Five-Year Forecast; Budgets; Funding Sources; Detailed Budgetary Financial Dashboards.	Departmental/functional areas have a greater understanding of relevant financial data and resource management and can use that data to make informed decisions.	Five-year forecast completed; presentation materials to DO Departments; minutes/notes/presentation materials from meetings with DO Dept.; EXCEL budgetary spreadsheets for budget completion; FISCWEB reports; Completion of detailed budgetary financial dashboards and minutes/notes from presentations.	<ul style="list-style-type: none"> • EXCEL Budget Spreadsheets/ workbooks • Budget Meetings with each Do Dept. • Budget Meetings with Every Building • FiscWeb • CAFR • PAFR • Annual Audit • Access to Needed Data • Technology Audit • Operational Audit (Food Service, Maintenance/ Custodial) • Course Audit • Performance Audit • Comprehensive Budget Document • Finances Web Page • School Bell Articles
	Communicate and explain to Bldg. Principals: Five-Year Forecast; Budgets; Funding Sources; Detailed Budgetary Financial Dashboards.	Bldg. Leaders have a greater understanding of relevant financial data and resource management, and can use that data to make informed decisions.	Five-year forecast completed; presentation materials to Bldg. Principals; minutes/notes/presentation materials from meetings with Bldg. Principals; EXCEL budgetary spreadsheets for budget completion; FISCWEB reports; Completion of Detailed. Budgetary Financial Dashboards and minutes/notes from presentations.	
	Communicate and explain to BLT: Five-Year Forecast; Budgets; Funding Sources; Detailed Budgetary Financial Dashboards.	Bldg. leaders have a greater understanding of relevant financial data and resource management, and can use that data to make informed decisions.	Five-year forecast completed; presentation materials to BLT; minutes/notes/presentation materials from meetings with BLT; EXCEL budgetary spreadsheets for budget completion; FISCWEB reports; Completion of Detailed Budgetary Financial Dashboards and minutes/notes from presentations.	
	Communicate/meet with Bld. Principals and BLT about: CCIP; CIP; strategic plan.	Departmental/functional areas have a greater understanding of relevant financial data and resource management and can use that data to make informed decisions that align with district goals and the CIP.	All departmental/functional areas have aligned budgets and planned expenditures with the CIP and district goals.	
	Bldg. Principals and BLT develop budgets that align with district goals and continuous improvement plan.	Departmental/functional areas have a greater understanding of relevant financial data and resource management, and can use that data to make informed decisions that are aligned to district goals and the CIP.	All departmental/functional areas have aligned budgets and planned expenditures with the CIP and district goals	

Efficient Operations Pillar

Transparent – If Pickerington Schools widely disseminates and makes financial information available to all stakeholders, then we will be providing relevant data to decision-makers that impacts student performance, all while enhancing trust and confidence in our efforts.

STRATEGY	TACTICS <i>Action steps to achieve the strategy</i>	DESIRED OUTCOMES <i>Expected results</i>	MEASUREMENT <i>How can the outcome be measured?</i>	INITIATIVES <i>(Current & Future)</i>
Pickerington Schools will provide stakeholders with multiple ways to access financial data to enhance decision-making for student achievement.	Create and maintain a fiscal page on the website with key financial data (e.g., five-year forecasts, monthly treasurer's reports, budgetary documents).	Web page on district website provides up-to-date and informative data to our stakeholders.	Website clicks; community satisfaction surveys to gauge awareness and effectiveness of the fiscal website.	<ul style="list-style-type: none"> • EXCEL Budget Spreadsheets/ Workbooks • Budget Meetings with each Do Dept. • Budget Meetings with Every Building • FISCWEB • CAFR • PAFR • Annual Audit • Access to Needed Data • Technology Audit • Operational Audit (Food Service, Maintenance/ Custodial) • Performance Audit • Comprehensive Budget Document • Finances Web Page • School Bell Articles
	Complete and disseminate a Comprehensive Annual Financial Report (CAFR), a Popular Annual Financial Report (PAFR), and the Annual Audit Report.	Annual financial updates, both comprehensive and popular, provide our stakeholders a review of how our resources are being spent to achieve district goals.	Completed CAFR, PAFR, and yearly Annual Audit; surveys to gauge awareness of effectiveness of the annual reports.	

Resource Stewardship – If Pickerington Schools successfully incorporates responsible planning while maximizing the care and management of its resources, then we can provide our stakeholders a value proposition that impacts student achievement in a fiscally responsible manner.

STRATEGY	TACTICS <i>Action steps to achieve the strategy</i>	DESIRED OUTCOMES <i>Expected results</i>	MEASUREMENT <i>How can the outcome be measured?</i>	INITIATIVES <i>(Current & Future)</i>
Pickerington Schools will maximize the care, control, and use of its resources to enhance student achievement.	Conduct performance audits and create benchmarking reports for use of district resources.	Completed performance audits in key operational areas.	Expenditures align with stated goals and objectives of the District.	<ul style="list-style-type: none"> • EXCEL Budget Spreadsheets/ Workbooks • Budget Meetings with each Do Dept. • Budget Meetings with Every Building • FISCWEB • CAFR • PAFR • Annual Audit • Access to Needed Data • Technology Audit • Operational Audit (Food Service, Maintenance/ Custodial) • Performance Audit • Comprehensive Budget Document • Finances Web Page • School Bell Articles • PO6210.01
	Create sound fiscal policies and procedures for the use/ consumption of resources.	All departmental/functional areas have aligned budgets and planned expenditures with the CIP and district goals; community value is enhanced by effective schools that are fiscally responsible and use resources to maximize student achievement.	Community stakeholder value is enhanced as evidenced by survey/ community feedback.	
	Update and use five year forecasting tools for operational expenditures; create and analyze capital planning for future school facility needs.	Robust and accurate forecasting for timing of key initiatives, including the timing of operational levies and/or capital levies and expenditures.	Successful operational levies; successful bond levies; ability to finance and sustain programming to meet student and capital needs.	

— Resources Dedicated for the Implementation of the Plan for Progress

Academic Excellence Pillar

Personnel Resources

Personalized Learning \$29,514,024.87	Whole Child & Relationships \$40,303,242.47	Authentic Experiences \$24,097,637.73	Professional Development \$3,548,682.32
---	---	---	---

Non-Personnel Resources

Personalized Learning \$13,834,416.43	Whole Child & Relationships \$13,544,362.88	Authentic Experiences \$7,378,242.58	Professional Development \$5,279,723.75
---	---	--	---

Modern Facilities Pillar

Personnel Resources

Building and Classroom \$3,131,435.98	Safety and Security \$3,131,741.98	Extracurricular Facilities \$3,131,435.98
---	--	---

Non-Personnel Resources

Building and Classroom \$6,456,213.18	Safety and Security \$6,173,366.29	Extracurricular Facilities \$8,725,368.84
---	--	---

Efficient Operations Pillar

Personnel Resources

Effective \$1,950,595.01	Prepared \$1,920,738.26	Transparent \$2,034,005.86	Resource Stewardship \$1,913,850.52
------------------------------------	-----------------------------------	--------------------------------------	---

Non-Personnel Resources

Effective \$3,183,396.14	Prepared \$1,074,630.00	Transparent \$293,290.00	Resource Stewardship \$660,860.11
------------------------------------	-----------------------------------	------------------------------------	---

— Plan for Progress Teams

Thank you to our community and staff for volunteering your time to help the school district develop the Plan for Progress.

P4P PLANNING COMMITTEE (5 CONFIRMED)

NAME	TITLE
Chris Briggs	Superintendent
Crystal Davis	Public Relations Coordinator
Jessica Seymour	PSSA President
Heather Tinsley	PEA President

MODERN FACILITIES

NAME	TITLE
Vince Utterback	Business Manager
Bob Blackburn	Assistant Superintendent
Greg Kelley	Transportation Supervisor
Duwayne Baird	Community
Vanessa Niekamp	Board Member
Keith Kristoff	Board Member
Kara Jackson	Principal (Diley)
Stacy Tennenbaum	Principal (Central)
John Eisel	Violet Township
C Chukwu	City of Pickerington
Mark Aprile	Director of Student Services

EFFICIENT OPERATIONS

NAME	TITLE
Ryan Jenkins	Treasurer
Chris Schornack	City Finance Director
Jon Slater	County Auditor
Chris Briggs	Superintendent
Clay Lopez	Board Member
Keith Kristoff	Board Member
Jon Mallory	Banking Exec Wesbanco
Jenifer Sharkey	Senior Internal Auditor Ascena
Dee Copas	Principal (Violet ES)

ACADEMIC EXCELLENCE

NAME	TITLE
Sharon Caccimelio	Executive Director, T&L
Brian Seymour	Director of Instructional Tech
Beatrice Horsford	Elementary School Instructional Coach
Damicka Bates	Middle School Teacher
Tabitha Furlong	Junior High Teacher
Brian Thacker	High School Teacher
Matt Dansby	Principal (Tussing)
Lori Sanders	Board Member
Michelle Waterhouse	Board Member
Mary BenDixen-Noe	Community Member, OSU Education Professor
Gayle Saunders	Community Member
Kelli Saksa	School Counselor
Tracy Massey	EL Teacher
Garrett Fisher	Special Education Teacher
Betsy Frownfelter	Paraprofessional
Marc Parulekar	Non-core Teacher/Coach
Pamela Bertke	Principal (RJH)
Grace Lange	Student—PHSC
Cathy Olshefski	Community Member
Drake Collins	Student—Lakeview
	Student—PHSN
	Student—Ridgeview
Dean Sabetta	College Credit Plus