Board Report
April 2024
Achievement & Leadership

Strategic Planning (updated)

<u>Federal Hocking</u>
The Federal Hocking Local Schools strategic plan project is moving along. We created four feedback surveys for the key stakeholders: teachers, staff, families, and community members. The district is currently reviewing the surveys prior to implementation.

<u>Independence Local Schools</u>
Independence is going through a treasurer search and has paused their strategic planning review. The Board looks forward to reengaging in the process after August 1st.

<u>Ravenna School District</u>
Ravenna Strategic Plan close out will take place Apr 24, 2024, at 10:00am. This meeting will conclude a twenty-month service project.

Planning to Serve All Students

The Amber Clay-Mowry (Leadership and Learning) and I are creating a frame and a structure to facilitate the planning for and instruction of all students.

The framework will assist co-teachers, teams, and leadership groups in planning, instructing, and assessing all students in grade-level standards.

The Wheel		
Content Complexity	**Instructional**	**Environment**
Stage 5: Validation Students deploys strategic thinking and reasoning strategies over an extended period of time complete complex tasks spanning multiple contents, concepts, skills, methods, and mediums to solve problems, demonstrate process, achieve an outcome, or produce a result. *(Design, Connect, Synthesize, Apply Complex Concepts, Critique, Analyze, Create, Prove)*	Implicit Instruction *Implicit instruction: Entirely student-directed learning environment in which the educator relinquishes control of the learning and assessment process. Students take the responsibility and ownership of their own learning.*	Student initiation of regulation strategies without prompting *100% student-initiated self-regulation strategies deployed in the classroom environment in the areas of behavior management, persistence, self-reflection, learning strategies, organization, technology-integration, and cooperative learning.*
Stage 4: Transformation Students implement strategic thinking and reasoning to attain and explain answers, conclusions, decisions, outcomes, and results. *(Revise, Assess, Construct, Hypothesize, Formulate, Apprise, Compare, Investigate, Conclude, Cite Evidence, Differentiate, Develop Argument)*	Guided Instruction *Guided Instruction: Mostly student-directed authentic learning environment that rely heavily on student-ownership of the learning process, but the educator maintains and suggests learning frames and scaffolds that students can deploy within the learning environment.*	Student initiation of regulation strategies after prompting from teacher of peers *Mostly student-initiated self-regulation strategies deployed in the classroom environment in the areas of behavior management, persistence, self-reflection, learning strategies, organization, technology-integration, and cooperative learning.*
Stage 3: Realization Student utilization of academic content, concepts, and grade-level cognitive skills to formulate answers to solve problems, complete tasks, interpret texts and analyze data. *(Graph, Infer, Categorize, Collect and Display, Classify, Separate, Cause/Effect, Compare, Relate, Distinguish, Interpret, Make Observation, Summarize, Organize)*	Neutral Instruction *Neutral Instruction: Shared responsibility in learning and feedback between the teacher and the student(s). The educator intentionally plans for and delivers Instruction frames and scaffolding that students can choose to implement within the learning environment.*	Shared responsibility with identifying and implementing regulation strategies *50% teacher-led and 50% student-led strategies in student regulation of the classroom environment in the areas of behavior management, persistence, self-reflection, learning strategies, organization, technology-integration, and cooperative learning.*
Stage 2: Extraction Student deployment of basic knowledge acquisition strategies for rudimentary recall, reproduction of products, definitions, facts, and details. *(Define, List, Repeat, Recall, Tell, State, Use, Recognize, Name, Measure, Label, Memorize, Tabulate, Arrange)*	Reliant Instruction *Reliant Instruction: Mostly teacher-directed and highly structured instructional environment that rely heavily on teacher-directed learning, but the educator begins to relinquish control of the learning process by increase student ownership.*	Teacher trains students on student-behavior regulation strategies *Mostly teacher-led strategies in regulation of the classroom environment, while provide direct instruction to students on possible regulation strategies in behavior management, persistence, self-reflection, learning strategies, organization, technology-integration, and cooperative learning.*
Stage 1: Recognition Students seek connections between prior knowledge and new concepts, tasks, actions, and learning structures. This requires methods of student evaluation, data analysis, and planning to accurately assess and address all learners.	Explicit Instruction *Explicit Instruction: a way to teach in a direct and structured way. Explicit instruction makes lessons crystal clear from start to end. Within lesson delivery substantive, timely, and descriptive feedback and chances to practice.*	Teacher-led classroom strategies *100% teacher-led strategies in regulation of the classroom environment.*
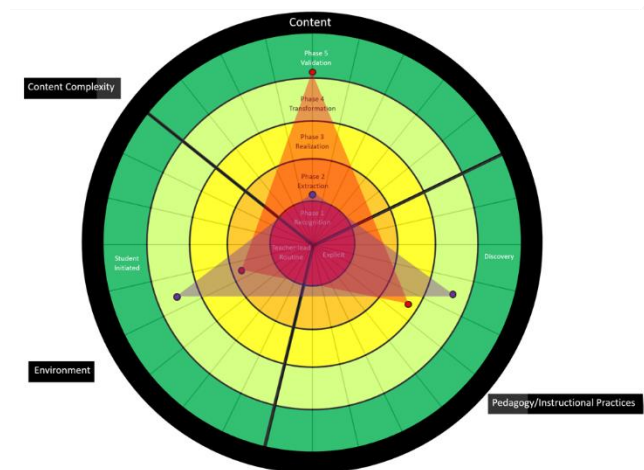
The framework focuses on three core components: content complexity, pedagogy, and educational environment, while staying rooted in grade appropriate standards, curriculum, and educational resources/technology. Understanding teaming structures and responsibilities through the lens of "The Wheel" will enhance educators' effectiveness and educational equity.