

Providing training and raising awareness: Meeting the needs of the whole child starts with parents and caregivers, who may need supports to identify and address their children's needs. Additionally, caring, committed adults who work with students, particularly educators, should be trained to enable the whole-child approach. Ohio and its education stakeholders can identify, curate and share resources aimed at increasing awareness and understanding of how to identify and address student needs. The state also could provide aligned technical assistance. This includes techniques that foster social-emotional learning and promote effective **trauma-informed practices**. Training and development also must emphasize the importance of cultural competency and culturally sensitive approaches that have the greatest impact on students.

Identifying, disseminating and supporting effective school practices: Creating the culture and conditions that recognize the whole-child approach means each child feels supported by caring, committed adults and empathetic peers. The community that comprises a school must establish norms and expectations for behaviors that are applied consistently and owned by students and staff alike. Establishing a sense of belonging and collective accountability among students and staff is key to a safe and healthy school culture. **Restorative practices** are effective tools for building community.

Ohio already developed school climate guidelines and anti-harassment and bullying guidelines, including the implementation of **Positive Behavioral Interventions and Supports (PBIS)**. To build on this work, the State Board of Education convened an advisory group to develop best practices for social, emotional, mental and behavioral wellness education for students. Ohio can identify and share best practices and effective techniques. This will increase the capacity for caring, committed adults to respond quickly and consistently to troubling behaviors and signs of distress.

Across the state, there are examples where health care providers (including those addressing dental and optical needs), behavioral health providers, after-school program operators, libraries, businesses, philanthropy and other local government and community organizations are collaborating to meet students' needs. Capitalizing on this momentum, the state should provide guidance and make connections within communities to further expand on these initiatives. To that end, Ohio already implemented a School-Based Health Care Support Toolkit to support the expansion of school-based health care activities around the state. More opportunities like these are needed.



EQUITY: Student supports, school climate and culture are essential to achieving equity in opportunity. When properly deployed, holistic supports can improve the likelihood of student success.



PARTNERSHIPS: Addressing the needs of the whole child starts with parents, caregivers and schools and extends to other government and community organizations that serve children and business and philanthropy. Sometimes these services are disjointed and siloed; partners must work together to provide seamless services for students.



QUALITY SCHOOLS: The school is a focal point for addressing a child's health, social, emotional and behavioral needs in the interest of learning readiness. Everyone in the school community can engage to establish consistent expectations for behavior and create a culture that is caring and supportive.

Early Learning and Literacy

Each child must have access to early learning experiences that are rooted in brain-development research and lead to kindergarten readiness.

The research is clear: prenatal through third-grade experiences profoundly shape brain development. Without the ability to master fundamental language concepts, students likely will struggle in other learning areas. Furthermore, literacy skills must be a focal point throughout each child's academic experience—from birth to high school graduation. This plan seeks to ensure that each child has the early learning and literacy foundation to succeed by age 8.

STRATEGY 8

Promote the importance of early learning and expand access to quality early learning experiences.

Ohio has a track record of focusing on early learning, but more needs to be done. Basic structures are in place to promote program collaboration, expand services as resources become available and ensure quality through the state's **Step Up To Quality** program. At the same time, Ohio's system needs to better communicate the importance of expanding quality early learning experiences, supporting parents and caregivers, and streamlining regulatory and service systems.

Promoting clear, consistent messages: The Ohio Department of Education is well positioned to work with the other five state agencies (Ohio Departments of Job and Family Services, Medicaid, Developmental Disabilities, Health and Mental Health & Addiction Services) and other partners that serve young children and their families to develop clear, common, research-based and culturally sensitive messages. These messages should communicate the importance of brain development, social-emotional learning, language development and foundational learning skills. All these state agencies and their partners should be held mutually accountable for ensuring this message is consistent and has a positive impact on parents and caregivers.

Streamlining regulatory functions: Six state agencies (refer to list above) and the federal government (through Head Start) serve young children and their families. Each embrace a similar goal: to improve outcomes for children from birth through third grade so they are on track for a life filled with learning. However, the agencies apply a variety of requirements and approaches when serving Ohio's children and families. Parents and caregivers could be better informed if the six state agencies coordinate, align and implement programs consistently.

Coordinating early learning research and information: To bolster the message and share relevant and evidence-based resources, the Ohio Department of Education can create an easily accessible clearinghouse for early childhood research, resources, **evidence-based strategies** and data. To be effective, the clearinghouse will need to customize information for specific audiences—parents and caregivers, learning providers, libraries, community organizations and faith-based organizations. This clearinghouse also will need to catalogue and disseminate resources aligned to Ohio's Birth through Kindergarten Early Learning and Development Standards, Ohio's Learning Standards K-3, Ohio's Learning Standards for English Language Arts and Ohio's Plan to Raise Literacy Achievement. The clearinghouse can support program and school-based teams (birth to third-grade teachers, support specialists and administrators) by providing universal and targeted instruction and resources for educators and families based on effective early learning, language and literacy development practices.

STRATEGY 9

Develop literacy skills across all ages, grades and subjects.

Frederick Douglass said, “Once you learn to read, you will be forever free.” The more literate an individual, the more capable he or she is of reaching education and career aspirations. One might say literacy is equity. Building on Ohio’s Plan to Raise Literacy Achievement, this strategy pushes Ohio to help each child master essential literacy skills. Ohio must continue to support its youngest learners, while simultaneously launching targeted supports for middle and high school students, when necessary. Too many students in Ohio lack the literacy skills needed to advance and graduate.

Building capacity for effective literacy instruction: To do this, the state must help build the capacity of educators, as well as that of other partners like parents and caregivers, after-school programs and community organizations, to implement research-supported language and literacy development instructional practices. Again, this work should build on Ohio’s Plan to Raise Literacy Achievement.

Professional development and technical assistance tied to research-based language and literacy development instructional practices are key to building capacity. Also, literacy skills development needs to be a shared responsibility that cuts across all grade levels and subject areas. In other words, teachers of key academic subjects should be equipped to help students develop literacy skills using those subjects (e.g., content-specific vocabulary and comprehension skills). Even the youngest students should be supported in their literacy achievement through context-related experiences that build content-based vocabulary and other subject knowledge.



EQUITY: A kindergarten student who enters the classroom lacking basic learning (including literacy) and social skills starts behind his or her peers and faces dramatic challenges to catch up. This can start a cycle of inequity. Access to high-quality early learning opportunities can break the cycle.



PARTNERSHIPS: Success requires the support and collaboration of parents, caregivers and families and the education system (especially the early childhood education community). Likewise, community partners who have interest in the healthy development of children, such as libraries, after-school programs, cultural institutions, health care providers, businesses, philanthropy and the faith-based community, are essential.



QUALITY SCHOOLS: As Ohio works to increase access to high-quality early learning opportunities, more schools are likely to support younger learners. It is important that early learning opportunities are linked seamlessly to K-12 schools to ensure coherence and a smooth student transition.



High School Success and Postsecondary Connections

In high school, each child should see the relevance of his or her learning, be exposed to practical, real-world work settings and begin to define his or her future.

High schools set the stage for a student's future success. As students grow and mature, most begin to see they are becoming responsible for their own lives. Unfortunately, many students struggle with the transition that comes after high school. Some do not graduate from high school. Others leave their postsecondary experiences before crossing the finish line to a **credential**, certificate or degree. Those who go straight into the workforce often lack the skills and dispositions required for success. Strategy 10 seeks to change this by maximizing the high school experience.

STRATEGY 10

Ensure high school inspires students to identify paths to future success, and give students multiple ways to demonstrate the knowledge, skills and dispositions necessary for high school graduation and beyond.

Too often, high school reflects a checklist of classes, extracurriculars, test scores and experiences that leave some students wondering and wandering. Ohio has many great high schools, including its career-technical education centers. Students in these schools learn through career exploration. They take college courses. They receive personalized and customized learning that synchronizes with their passions and interests. They move outside the boundaries of the school building into work-based experiences. Students engage and manage their own learning. Ohio needs more high schools like this.

Focusing on careers: Choosing a "path" does not mean that a student makes a career choice that cannot change. It means gauging a student's interests and passions, based on what a student enjoys and is good at, and identifying aligned fields that might interest the student. Giving each student an opportunity to focus on careers will require teachers, staff and partners to understand career exploration. It also means that, when possible, instruction should be infused with connections to careers so that students can see the relevance of what they learn. Some high schools apply a career theme across the entire school.

Advancing successful models: There are many models of redesigned middle and high schools that can contribute to a more successful learning environment. Ohio has **early college** high schools, STEM and STEAM schools, **project-based learning** high schools, **expeditionary learning** high schools, **Advanced Placement (AP)** and **International Baccalaureate (IB)** programs, global awareness high schools and more. The Department should collaborate with key stakeholders to help identify and disseminate models for high school that can be used to inspire transformation.

Expanding work-based learning experiences: Helping students connect to business is key to high school improvement. Students who participate in work-based learning gain valuable, relevant skills and often can discern whether particular professions are a good fit. They gain insight from business mentors who can help them achieve a deeper understanding of various career areas. Many of Ohio's innovative high school principals have established partnerships with local businesses to enrich students' experiences.

Honoring and promoting career-technical education: Career-technical education continues to face a stigma, which harms student opportunity. Ohio needs to tackle this cultural bias head on. Students who enroll in career-technical education programs and earn industry credentials are poised to directly enter the workplace or go on to two-year or four-year colleges—whatever they may choose.

Expanding paths to graduation: Ohio can help schools formulate student-focused plans to ensure that graduates possess the habits and dispositions necessary for success after high school (refer to the Possible Attributes of a High School Graduate framework in the Appendix). The following suggestions could inform such plans:

- Emphasize equity and access;
- Start early to identify career and postsecondary aspirations and counsel students how best to stay on a path to excellence;
- Push and challenge students to reach rigorous levels of knowledge and skill acquisition;
- Identify learning options—including career-technical experiences, work-based learning, **project-based or case-based learning** approaches and others—most appropriate for students' success;
- Validly, reliably and consistently measure how students demonstrate competency and mastery;
- Use rubrics to gauge student progress and assess performance;
- Consider a robust portfolio of measures, including end-of-course, ACT/SAT and demonstration-based measures (for example, capstone projects); and
- Expose students to relevant concepts and work-based, experiential learning.



EQUITY: Students who struggle academically have unique challenges in pursuing postsecondary success. With a strong focus on understanding and meeting each student's needs, and personalizing the high school experience, all students can transition successfully to life beyond high school.



PARTNERSHIPS: Partners are essential to expanding learning opportunities during the high school years. Students in their teens can be effective interns and often crave community service opportunities that expose them to real-life experiences.



QUALITY SCHOOLS: High school is an important transition point in a student's life. As students mature and begin to contemplate young adulthood, high schools must collectively support students in exploring interests, developing aspirations and understanding the realities of existing and thriving in the real world.



Implementing Each Child, Our Future

This plan is the first step in a journey. The real work, and the biggest challenge, is to follow through with meaningful implementation. The same principles that guided the development of the strategic plan will steer implementation, and Ohio Department of Education leaders commit to the following principles:

USE A PARTNERSHIP-BASED APPROACH. Implementation is stronger when carried out collaboratively by stakeholders. The State Board and Department employed a partnership-based approach to develop *Each Child, Our Future*, and it proved an effective way to garner stakeholder investment. Going forward, the Department will continue to convene partners—including parents, caregivers, students, educators, higher education representatives, business and philanthropy leaders, state legislators and others—to collectively develop action plans aimed at implementing the plan components, especially the 10 strategies. When possible, these action plans will build on work already underway. For instance, the Department recently commenced several advisory groups focused on refining the state’s accountability system (refer to Strategy 6) and identifying future graduation requirements (refer to Strategy 10). Some implementation actions could happen quickly, while others may take more time. Some can occur as part of the Department’s regular course of activity, and others might require law or rule changes.

EMPHASIZE SUPPORT SERVICES MORE THAN COMPLIANCE. This strategic plan presents an exciting opportunity to reshape the work of the Department. The plan will lead to some agency restructuring, guided by the question, “**How can the Department provide the best possible supports to schools, districts and educators so they are best positioned to challenge, prepare and empower each child in Ohio?**” Ultimately, the objective is to align efforts across the agency in a coherent way that supports schools, districts and educators for success. Of course, compliance is not going away. There are still important compliance-related obligations that must be met, but those will not be the driving focus of the agency.

USE DATA TO INFORM IMPROVEMENT. The Department will pursue data sources and data-sharing agreements that will be used to establish a baseline for the plan’s stated goal. In addition, new data collection may be needed. Caution should be exercised when considering new data collection sources and methods to avoid adding unnecessary burdens and to protect student privacy. The Department will work closely with other state agencies and national data organizations to identify appropriate data sources. The Department also will establish intermediate progress indicators that gauge the extent to which the education system and students are on track to meeting the goal. Ideally, Ohio would have interim measures at various points over the course of a student’s educational experience (preschool, elementary grades, middle grades, high school grades) that show progress and accomplishment. In some cases, the state can rely on traditional measures of proficiency in certain content areas, but such measures are not sufficiently robust in terms of what this plan promotes. At the same time, leaders recognize it will take time to fully develop meaningful and appropriate metrics that speak to all plan dimensions, especially the four equal learning domains.

ACKNOWLEDGE THAT ONE SIZE DOES NOT FIT ALL. This plan was not developed to be a prescriptive mandate. The intent is to inspire and inform discussions about what is happening in schools each day. It is meant to support action in the name of continuous improvement. It is meant to bring schools and districts together to address shared needs and challenges and identify multiple approaches to achieving excellence. This plan embraces the idea that there is no one-size-fits-all approach.

ENGAGE KEY STATE-LEVEL PARTNERS. The State Board and Department will continue to work with the governor, state legislature, key policy influencers and other stakeholders.

UNDERSTAND THAT SUCCESS RELIES ON LEADERSHIP OF LOCAL SCHOOLS AND DISTRICTS.

Just as the State Board and Department committed to the previously stated implementation principles, **local school leaders and educators** should review the following questions as they consider how this plan might impact their work.

- Are we working in our community to explore ways to increase access to quality early childhood experiences? Do we have strong relationships with early childhood providers whose students will be in our classrooms?
- Have we addressed issues of teacher excellence including recruitment, induction, feedback, professional development and retention?
- Have we addressed issues of academic rigor, quality instructional practices, excellent curriculum and the four equal learning domains?
- Have we addressed challenges we may face with school climate and culture?
- Have we developed effective partnerships with the broad range of partners who could support student success?
- Do we have a clear understanding of what we are striving for—and, if not, where can we go to see it?
- Have we thought about and developed our own continuous improvement action plan for addressing areas described in this plan? Are we committed to the plan and working to implement it? Are we analyzing data to guide us in identifying underperformance and its causes?

What every school and district chooses to do will look different. For best results, schools and districts should not focus on everything all at once. They can choose to start with any number of elements. The only choice that is not valid is the choice to do nothing. The State Board and Department are committed to being strong and supportive partners to each district in the interest of continuing our journey to achieve the vision of ensuring each child is successful and ready to create the future of our communities, our state and our nation.

Appendix

Glossary

Achievement gap – The difference in academic achievement between students as a whole and specific subgroups of students, such as racial minorities, English learners, economically disadvantaged students and students with disabilities.

Advanced Placement (AP) – An education program created by the College Board that offers college-level curricula and examinations to high school students. Higher education institutions may grant placement and course credit to students who earn qualifying scores on the examinations.

Adverse childhood experiences (ACE) – Stressful or traumatic events in a student’s life, including abuse and neglect. These experiences may include household dysfunction, such as witnessing domestic violence or growing up with family members who have substance abuse disorders.

Artificial intelligence (AI) – The ability of computers or computer-controlled machines to perform human tasks thought to require intelligence.

Case-based learning – A teaching method that presents students with open-ended, incomplete scenarios, or cases, that require complex solutions. Each case includes an account of events and facts specific to the problem, along with decision points that promote critical thinking and student discussion. To solve cases, students exchange information, defend points of view and build on the ideas of others.

Capstone project – A project that can be part of a district’s or school’s graduation requirements. It is a multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically during their final year of high school.

Career-technical education (CTE) – An educational pathway that provides students, starting in grade 7, with academic and technical skills, knowledge and training in any of dozens of technical industries such as manufacturing, engineering and health care. Career-technical education integrates core academic knowledge, such as mathematics and English language arts, into a technical education framework. Career-technical education can conclude with the earning of an industry-recognized credential and can serve as a springboard to postsecondary education and careers. Approximately 160,000 Ohio middle and high school students are enrolled in career-technical education courses.

Community Eligibility Provision (CEP) – A meal service option for schools and districts in low-income areas. CEP allows the nation's highest-poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Schools and districts in the CEP program are federally reimbursed.

Communities of practice – Groups of educators who share a concern or a passion for what they do and collaborate regularly with the goal of identifying solutions for continuous improvement.

Continuous improvement – Maintaining a constant focus on advancing student academic and non-academic needs based on a set of specific goals.

Credential – An industry credential is an acknowledgement of a student's mastery of required knowledge and skills specific to an industry sector. Industries often create credentials that set forth the knowledge and skills students need to be successful. A teaching credential also acknowledges mastery and permits an educator to teach certain content or grade bands.

Culturally relevant/responsive instruction – A student-centered approach to teaching where the educator makes content and curricula accessible to students and teaches in a way students can understand.

Design thinking – A type of creative approach to problem-solving in which participants define a problem through deep analysis, often doing formal or informal research to minimize wrong assumptions; create and consider many options; refine those options; and pick the best solution and execute.

Disaggregating student data – Breaking down student performance data by specific groups of students, such as African American, Hispanic, English learners, economically disadvantaged and students with disabilities, for the purpose of systematic review to help schools better understand subgroup-specific descriptive statistics, trends and achievement gaps.

Early childhood – The childhood years from birth through grade 3.

Early college high schools – A learning experience that combines high school and the first several years of college. In grades 9 and 10, students often take college prep classes. In grades 11 and 12, students take college-level classes, earning both college and high school credit. Tuition and books at most early college high schools are free.

Economically disadvantaged – Students who meet at least one of four criteria, including students who are eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Programs and students who live in households where another household member is eligible for free or reduced-price meals.

Education intermediaries – An education partner organization or entity that connects people and programs to enrich student learning opportunities.

English learners – Students whose primary or home language is a language other than English and who need special language assistance to participate effectively in school instructional programs where English is the language of instruction.

Equity – Each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.

Expeditionary learning – A schooling model that emphasizes high achievement through learning that is active, challenging, meaningful, public and collaborative. Expeditionary learning focuses on three core areas: mastery of knowledge and skills, character and high-quality student work.

Evidence-based strategies – Evidence-based strategies are practices or activities that have been evaluated and proven to improve student outcomes. The Every Student Succeeds Act (ESSA) defines four levels of evidence-based strategies based on the design and outcomes of the evaluations associated with the strategy. The four levels are: Strong, Moderate, Promising and Demonstrates a Rationale.

Future Ready Framework – A structure that helps schools and districts vision, plan and implement digital and personalized student learning. The framework helps schools and districts identify learning technology gaps and implement a plan to address these gaps. Personalized learning technology allows a student to receive feedback during the learning process and move at the student's own pace (see also: *Personalized Learning*).

Foundational knowledge and skills – Literacy, numeracy and technology skills. Each child must know how to think critically as he or she reads, writes, works with numbers and uses technology to maximize future learning experiences.

Growth mindset – The expectation that one will continually improve by learning new skills and building on current skills through dedication and hard work, as well as intelligence. A growth mindset allows a love of learning and resilience that is essential for accomplishment.

Highly effective teacher – A teacher who can plan and deliver engaging instruction that includes high expectations for each student and advances the learning of each student. The highly effective teacher achieves this through a clear understanding of student learning and development, mastery of content and respect for diversity, as well as by creating a rich learning environment and collaborating with students, parents and community members.

Homeless – A student who lacks a fixed, regular and adequate nighttime residence, as defined by the McKinney-Vento Homeless Assistance Act.

Instructional practices – Specific teaching methods that guide interaction in the classroom. Effective instructional practices use students' unique characteristics, backgrounds, prior experiences, interests and strengths to make learning connections and demonstrate behaviors and attitudes that encourage and embrace cross-cultural understanding.

International Baccalaureate (IB) – An international education program that integrates disciplines of study, commonly focused on students ages 16-19. IB courses expose students to breadth and depth of knowledge and help them become active, compassionate, lifelong learners. IB students can choose to earn an IB diploma, an Ohio IB Honors Diploma, and college credit.

Leadership and reasoning skills – Among other skills, leadership includes learning from mistakes and improving for the future, listening to others and working to achieve a common goal, and giving and receiving feedback. Reasoning means that students know how to draw on multiple disciplines to synthesize information, develop creative solutions and generate new ideas.

Lifelong learner – One who is motivated to continue seeking new knowledge and skills throughout his or her lifetime.

Living wage – The salary or hourly rate an individual must earn to support his or her family. This plan references the living wage calculator, which identifies living wages on a county-by-county basis for Ohio and states across the nation. The calculator is maintained and updated annually by the Massachusetts Institute of Technology. Find it at <http://livingwage.mit.edu/states/39/locations>.

Partners – Everyone shares the responsibility of preparing children for successful futures. The most important partners are parents and caregivers, who have the greatest impact on a child's development. Other critical partners include educators, institutions of higher education, business, philanthropy, employers, libraries, social service organizations, community members, health care providers, behavioral health experts and many more.

Personalized learning – A learning model that allows for the different ways students achieve their best. Teachers who oversee their students' personalized learning address their learning experiences and apply appropriate instructional approaches and academic support strategies that meet individual students' distinct learning needs, interests, aspirations or cultural backgrounds.

Positive behavioral interventions and supports (PBIS) – A proactive approach for selecting and using prevention and intervention strategies that support a student's academic, social, emotional and behavioral competence. In PBIS, students learn social, emotional and behavior competence, which supports their academic achievement. Educators develop positive, predictable and safe environments that promote strong interpersonal relationships.

Project-based learning – A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge.

Quality schools – Among other things, a quality school is where parents, caregivers, community partners and others interact for the benefit of students. Schools are an important destination where many individuals and factors come together to serve the student, including school leaders, teachers, curriculum, instruction, student supports, data analysis and more.

Restorative practices – Processes that proactively build healthy relationships and a sense of community among students and adults to prevent and address conflict and wrongdoing. Restorative practices allow individuals who have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior.

Safe learning environment – Learning that takes place in an environment where a child is safe from physical or emotional harm and is receiving the range of supports needed to master academic knowledge and social and emotional skills.

School culture – The shared values, rules, belief patterns, teaching and learning approaches, behaviors, and relationships among individuals in a school. Culture encompasses a school's norms, unwritten rules, traditions and expectations. These may influence the way people dress to the way they interact with each other. Culture is deeply ingrained in a school and, therefore, may only be altered over a longer period through systematic change in a school's climate.

Social-emotional learning – 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.

STEAM schools – STEAM stands for science, technology, engineering, the arts and mathematics. Its intention is to guide student inquiry, dialogue and critical thinking. STEAM integrates the principles of STEM through the arts.

STEM schools – STEM stands for science, technology, engineering and mathematics. It is a multidisciplinary approach to teaching and learning that fosters creativity and innovative thinking in students.

Step Up To Quality – A five-star quality rating and improvement system applied to early childhood programs that recognizes their use of standards that exceed health and safety licensing regulations.

Student supports – Assistance ranging from extra instructional help, such as tutoring or time with an intervention specialist, to free school meals, physical and behavior health services, and transportation services. Schools offer these supports to meet the basic needs of students, promoting their abilities to learn. Targeted supports refer to those that focus on a specific student's needs to help improve that student's academic and social-emotional performance.

Students with disabilities – Students who have intellectual, hearing (including deafness), speech or language, visual (including blindness), deaf-blindness, or orthopedic impairments; serious emotional disturbance; autism; traumatic brain injury; other health impairment; specific learning disability; developmental delay (for a child between the ages of 3 and 5); or multiple disabilities. As a result, these students need special education and related services.

Trauma-informed practices – Practices that realize the widespread impact of trauma, recognize the signs and symptoms of trauma in students, and respond by integrating knowledge about trauma into practices and seek to resist re-traumatization.

Well-rounded content – Academic subjects and skills apart from the fundamentals of literacy (reading), numeracy (math) and technology that make for broad knowledge and experience, help students identify their passions and aspirations, and enable them to discover connections and relationships among ideas and concepts.

Whole child – Ensuring that each child, in each school, in each community, is healthy, safe, engaged, supported and challenged.

Framework for Attributes of a High School Graduate

To help school districts across Ohio think through their own frameworks for determining what their successful high school graduates will look like, educators and employers who developed this plan consulted national research to create the following list. It is intended to both provoke and support local thinking and action.

- **Foundational knowledge and skills**—The graduate will have command of basic skills in mathematics, English language arts and technology—the building blocks that enable future learning. Specific to technology, the graduate will understand its global impact and use it to design solutions, communicate ideas and share information.
- **Well-rounded content**—The graduate will have exposure to social studies, sciences, languages, arts and physical education.
- **Critical-thinking and problem-solving skills**—The graduate will demonstrate strong decision-making skills, know how to analyze issues and approach complex challenges.
- **Resiliency, grit and work ethic**—The graduate will demonstrate follow-through and have the wherewithal to “stick to” challenging problems until a solution is identified.
- **Communication—oral and written**—The graduate will be an effective communicator who can clearly articulate his or her thoughts verbally and in writing.
- **Engaged citizens**—The graduate will productively contribute to society and engage in the democratic process (for example, vote on a regular basis).
- **Cultural awareness**—The graduate will hold a world perspective that values and respects diversity and the establishment of meaningful relationships.
- **Collaboration and teamwork**—The graduate will cultivate skills necessary to work with others and understand cooperation and compromise.
- **Adaptability and agility**—The graduate will exercise flexibility when necessary and seek to continuously learn and process new skills.
- **Social, emotional and interpersonal skills**—The graduate will express and manage his or her emotions and establish positive and rewarding relationships with others.
- **Curiosity, discovery and growth mindset**—The graduate will ask thoughtful questions, dig deeply into issues and understand that improvement results from his or her own learning.
- **Gathering information and discerning that information**—The graduate will be intentional about receiving information from multiple, reliable sources and making sense of that information.
- **Innovative and creative**—The graduate will think differently about problems—considering multiple angles of approach—and integrate skills and knowledge across disciplines to identify solutions.

In Ohio, the state determines standards (see Ohio’s Learning Standards) for what students should know and be able to do. The state also identifies the minimum requirements a student needs to graduate. Local schools lead in identifying the skills and knowledge—or attributes—that their graduates should possess, as influenced, in many cases, by their regional economies and workforce needs. The framework of attributes is a model designed to help schools think through their own locally developed lists of attributes.

This framework is aligned closely to the OhioMeansJobs-Readiness Seal. The OhioMeansJobs-Readiness Seal is a formal designation students can earn on their high school diplomas signifying their personal strengths, strong work ethic and professional experience. The framework of attributes includes the professional skills contained in the OhioMeansJobs-Readiness Seal, plus an emphasis on the academic skills required for future success.

Direction from the State Board of Education

In July 2017, the State Board of Education identified the following 12 priorities to guide development of the strategic plan. These priorities were shared with the stakeholders and partners who came together to develop the plan.

MEETING THE LEARNING NEEDS AND ASPIRATIONS OF ALL STUDENTS.

1. Prioritizing equity. The Strategic Plan must focus on strategies that meet the learning needs and aspirations of all students, especially students of poverty, students with disabilities, English learners, and other students who face unique challenges. These tend to be students who, due to barriers beyond their control, have not reached their potential for learning. They require targeted supports to be successful and, like all students, benefit from strong teacher-student relationships, differentiated instruction, developmentally appropriate methods, culturally informed practices, and personalized-learning approaches.

2. Ensuring students have foundational knowledge and skills. The Strategic Plan must promote the importance of students acquiring essential knowledge and skills in mathematics, reading, writing, science, and social studies—all of which serve as cornerstones for lifelong learning.

3. Accommodating all students' learning and growth needs and aspirations. Beyond foundational knowledge and skills, the Strategic Plan must address students' learning and growth needs through a well-rounded education. This includes, among other things, the development of social-emotional competency, learning and innovation skills, information and technology skills, and life and career skills. These skills will help students identify their passions and chart their futures.

4. Celebrating learning. The Strategic Plan must promote learning approaches that actively engage students through discovery, creativity, and exploration. This will capitalize on students' strengths, passions, and interests and fuel their curiosity and desire for more learning.

ENSURING EXCELLENT EDUCATORS (TEACHERS AND LEADERS) WHO KNOW HOW TO MEET THE LEARNING NEEDS AND ASPIRATIONS OF ALL STUDENTS.

5. Supporting effective educators who achieve results. The Strategic Plan must acknowledge the impact of excellent teachers and leaders, who research shows are the greatest contributors to student success in schools. It must promote policies and practices that ensure an abundant supply of effective teachers and leaders (and other personnel – psychologists, counselors, support staff, etc.) who are collaborative, empowered, prepared and developed to nurture student growth and boost student accomplishment.

FOSTERING ENGAGING, SUPPORTIVE SCHOOLS THAT MAXIMIZE STUDENT LEARNING.

6. Fostering environments that maximize student learning. The Strategic Plan must identify and promote strategies to help students overcome barriers to learning and build teacher and leader capacity to support those strategies. Strategies should include reducing stress, addressing experiences of trauma, implementing restorative practices, and meeting physical, social, and emotional needs. Strategies promoted in the Strategic Plan should seek to assure that students are educated in safe, supportive, nurturing, challenging, emotionally secure, and engaging environments.

7. Advancing quality in- and out-of-school learning opportunities. The Strategic Plan must identify ways to promote access to opportunities that enrich the student learning experience during the school day, after the school day, and beyond the traditional K-12 school experience (including, but not limited to, opportunities for students to participate in community service, internships, mentoring, and after- and out-of-school experiences).

8. Promoting evidence-based, innovative learning practices. The Strategic Plan must support school districts in promoting and implementing innovative and evidence-based learning practices, including, but not limited to, the integrated use of technology and authentic, real-world, experiential learning and project-based learning.

MAINTAINING AN EDUCATION SYSTEM THAT SUPPORTS STUDENTS, TEACHERS, AND FAMILIES.

9. Prioritizing early learning. The Strategic Plan must recognize the value and return on investment of early learning. It must identify strategies that advance high-quality, developmentally appropriate, hands-on early childhood and preschool opportunities for students. It must promote collaborations with parents, caregivers and community partners that emphasize the importance of early learning.

10. Striking partnerships to deploy integrated supports. The Strategic Plan must promote and encourage schools to partner with parents, caregivers, community members, and organizations to help maximize learning and support student opportunities and accomplishments. These supports can address students' basic needs or more specialized conditions (e.g., nutrition, vision/hearing, health care, career exploration, workplace learning, etc.) that have an impact on learning and life.

11. Emphasizing collective stakeholder impact. At the state and local levels, the Strategic Plan must recognize the power of collective impact and seek to leverage all elements of society—including critical partners such as parents, caregivers, community and faith-based organizations, businesses, state legislators, etc.—in a shared commitment to the continuous improvement of the education system and the lives of children.

12. Measuring progress. The Strategic Plan must identify and promote strategies to help students overcome barriers to learning and build teacher and leader capacity to support those strategies. Strategies should include reducing stress, addressing experiences of trauma, implementing restorative practices, and meeting physical, social, and emotional needs. Strategies promoted in the Strategic Plan should seek to assure that students are educated in safe, supportive, nurturing, challenging, emotionally secure, and engaging environments.

Partners Who Contributed to the Development of the Plan

More than 150 partners had a hand in developing this plan. Those partners, listed individually below, include teachers and school leaders from preK-12, higher education representatives, parents, business leaders and employers, philanthropy, community leaders and others. This plan would not be possible without their dedicated engagement over the last seven months.

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The Steering Committee provided high-level oversight of the strategic plan development process.

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