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Impact
THE NOW.

Innovate
THE FUTURE.

A successful school district places a high degree of importance on ensuring that all children have the opportunity to reach their full potential in and outside of the classroom. This Five-Year Strategic Plan supports Reynoldsburg City Schools' Mission and Vision and focuses on areas that matter most in our community.



Mission

Empowering leaders who impact the NOW and innovate the FUTURE.

Focus Areas



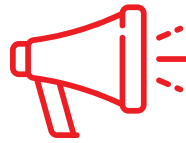
STUDENT LEARNING

Enabling students to take ownership of their learning and achieve their full potential through challenging, engaging and relevant learning experiences.



STUDENT EXPERIENCE

Building an inclusive community where students feel safe, supported and engaged.



COMMUNICATION

Promoting a school and community culture that allows all involved to have a voice and remain informed.



FINANCE

Equitably distributing resources to promote instructional programs that will support the district mission.



Superintendent's Message



Dear Reynoldsburg City Schools' Students, Parents, Staff and Community Members,

When I was hired to be Reynoldsburg City Schools' Superintendent, one of the priorities for me and the Board of Education was to develop and execute a Five-Year Strategic Plan for the community. I am pleased to present this plan to you.

This milestone provided stakeholders such as yourself a way to be involved, to have your voice heard, and to take a fresh look at our District and where we see ourselves, not only in five years, but in ten, fifteen and beyond. We have committed to providing our students with a comprehensive academic path that will take them from Kindergarten to graduation prepared to enter the world as global citizens. They will be prepared to enter college or start their careers from day one.

We have a great deal of work to do in the next five years, but every aspect of our Strategic Plan is geared towards student achievement and growth. We are focusing on wellness, social/emotional learning, college and career readiness and much more. Our

dedicated staff has worked hard to develop a deeper learning experience. Parents will see consistent and constant communication about student progress, District priorities, finances and more. Staff will have access to professional development, opportunities for collaboration, and the full support of the administration. Finally, our community members will be engaged in all aspects of our focus areas and will be kept up to date with the progress of our District and our plan.

I want to thank everyone who was involved in the creation of our Strategic Plan. This community is passionate, dedicated and proud. While Rome wasn't built in a day, I am confident this plan will help us realize all of our goals. I am, and remain always, #reynproud.

A handwritten signature in black ink, appearing to read 'Melvin J. Brown'.

Melvin J. Brown
Superintendent
Reynoldsburg City Schools



REYNOLDSBURG CITY SCHOOLS



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Developing and Executing the Five-Year Strategic Plan

Reynoldsburg City Schools' Five-Year Strategic Plan was a priority identified in conjunction with the Board of Education in 2017. Upon the appointment of Superintendent Brown, a series of meetings took place with identified stakeholders for the purpose of brainstorming and collaborating about District Priorities. Superintendent Brown discussed the Strategic Plan at staff meetings, Rotary meetings, the State of the Schools' presentation, and at Board Meetings. The District partnered with Dynamix, LLC to identify four areas of focus:



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The areas of focus were a by-product of several steering committee meetings which included stakeholders from all aspects of the Reynoldsburg community: students, parents, staff and community members. The steering committee assigned RCS staff and Board of Education members to each focus area and were transparent with the process.

The Steering Committee and sub committees met several times in 2018 and 2019 to review data and recommendations. Reynoldsburg City Schools' State Report Card, finances, the diverse population and District performance were among topics discussed.

It was important to both the staff and the Board of Education that students have a voice in the Strategic Plan. Two students served on subcommittees and will continue to work on the focus areas as the plan progresses. The committees will offer periodic updates.

The Strategic Plan is a roadmap that will guide the committees, Superintendent, and Board of Education in the execution of the action steps over the next five years.





Achievement and Growth Milestones

PREPARED FOR 3RD GRADE CURRICULUM

- % of students score 545 or higher on iReady Reading
- % of students score 464 or higher on iReady Math
- % of students proficient on ELA State Test
- % of students proficient on Math State Test
- % of students Chronically Absent
- % of students with more than 1 day of OSS

PREPARED FOR MIDDLE SCHOOL AT THE END OF 4TH GRADE

- % of students score 579 or higher on iReady Reading
- % of students score 498 or higher on iReady Math
- % of students proficient on ELA State Test
- % of students proficient on Math State Test
- % of students Chronically Absent
- % of students with more than 1 day of OSS

PREPARED FOR TRANSITION TO 7TH GRADE AT THE END OF 6TH GRADE

- % of students score 632 or higher on iReady Reading
- % of students score 531 or higher on iReady Math
- % of students proficient on ELA State Test
- % of students proficient on Math State Test
- % of students Chronically Absent
- % of students with more than 1 day of OSS

PREPARED FOR HIGH SCHOOL AT THE END OF 8TH GRADE

- % of students score 642 or higher on i-Ready Reading
- % of students score 541 or higher on i-Ready Math
- % of students proficient on ELA State Test
- % of students proficient on Math State Test
- % of students proficient on Science State Test
- % of students with at least a 3.0 GPA
- % of students Chronically Absent
- % of students with more than 1 day of OSS
- % of students successfully completing \geq 1 High School credit
- % of students who have passed the end-of-course assessments required by the state at this grade level



ON TRACK TO GRADUATE AT THE END OF 9TH GRADE

- % of students with at least a 3.1 GPA
- % of students successfully completed > or = 6.5 credits
- % of students scoring proficient on English/Language Arts State Assessment
- % of students scoring proficient on Math State Assessment
- % of students Chronically Absent
- % of students with 1 OSS or more

READY FOR COLLEGE SUCCESS AND/OR CAREER SUCCESS AT THE END OF 11TH GRADE

- % of students with at least a Weighted 3.1 GPA
- % of students successfully completed > or = 16.5 credits
- % of students scoring proficient on English/Language Arts State Assessment
- % of students scoring proficient on Math State Assessment
- % of students scoring proficient on American History State Assessment
- % of students scoring proficient on American Government State Assessment
- % of students scoring proficient on Biology State Assessment
- % of students earning at least 3 college credits or AP Credit
- % of students receiving an ACT remediation free score
- % of students exclusively receiving at least 12 pts on Industry Credentials
- % of students participating in Advanced Placement (AP)
- % of students with 1 day of OSS or more
- % of students Chronically Absent

OTHER DATA

- Graduation
 - % of students graduating from High School in 4 years
- Career, College, or Technical School Enrollment
 - % of graduates enrolling in a 2- or 4-year college or other post-secondary school within 2 years of graduating
 - % of students completing Industry Credentials



STUDENT LEARNING

ENABLING STUDENTS TO TAKE OWNERSHIP OF THEIR LEARNING AND ACHIEVE THEIR FULL POTENTIAL THROUGH CHALLENGING, ENGAGING AND RELEVANT LEARNING EXPERIENCES



Strategic Initiatives

1.1

Create K-12 pathway articulation based on college and career readiness academies and pathway experiences.

Pathway articulation based on college and career readiness supports student achievement and growth by:

- Facilitating opportunities for students to have exposure to various career pathways and degree programs
- Starting conversations with students early and often that will encourage informed student voice and choice in future planning
- Creating vertically aligned exposure, experiences, and connections between schools for seamless transitions between levels of schooling

ACTION STEPS		2019-20	2020-21	2021-22	2022-23	2023-24
1	Expand courses, pathways, and opportunities that may lead to post-secondary certificates, industry-recognized credentials or Associate's Degrees	→				
2	Create a consistent Capstone course that emphasizes a personalized career-based experience for each RHS student	→				
3	Equitably develop relevant experiences at all levels to help students explore pathways for high school academies and future career options	→				
4	Utilize community partners to facilitate student engagement in career-based experiences including expert panels, project partners, internships, and work-based learning	→				
5	Create and implement common thematic Deeper Learning Experiences to help students make explicit connections to relevant career options	→				



Strategic Initiatives

1.2

Create and refine systems, courses, curriculum, and experiences that align with the Portrait of a Graduate to create a culture of deeper learning for all students.

Aligning all academic experiences to the RCS Portrait of a Graduate supports student achievement and growth by:

- Engaging students in authentic learning opportunities and cultivate personal growth for all students through experiences within and beyond the classroom.
- Empowering students to solve real problems with strategic solutions
- Empowering teachers and staff to create integrated learning opportunities that reflect real-world scenarios and opportunities
- Preparing students to be forward-thinking innovators to prepare for jobs that do not yet exist

ACTION STEPS		2019-20	2020-21	2021-22	2022-23	2023-24
1	Develop student outcomes for all levels for the Portrait of a Graduate competencies that represent what we want students to know and be able to do before they graduate	➔				
2	Engage students in deeper learning through models of inquiry and design	➔				
3	Create opportunities for students to collaborate and communicate to solve problems and provide solutions	➔				
4	Build a system of school-based and community-based experiences to support the growth of students into globally minded, culturally competent citizens	➔				



STUDENT LEARNING

ENABLING STUDENTS TO TAKE OWNERSHIP OF THEIR LEARNING AND ACHIEVE THEIR FULL POTENTIAL THROUGH CHALLENGING, ENGAGING AND RELEVANT LEARNING EXPERIENCES



Strategic Initiatives

1.3

Use assessment data to make informed decisions about teaching and learning practices and student supports using the RCS Achievement and Growth Milestones as a guide.

Using assessment data to make informed decisions about teaching and learning supports student achievement and growth by:

- Monitoring individual student progress to determine supports and enrichment opportunities for all students
- Using qualitative and quantitative data to design programs, courses, and schedules that support the needs of the whole child
- Creating personalized learning paths that support the unique needs of each student

ACTION STEPS		2019–20	2020–21	2021–22	2022–23	2023–24
1	Select, design, and implement common formative and summative assessments that are aligned to instructional goals and student needs	→				
2	Provide timely and meaningful feedback to teachers and students about teaching and learning through instructional rounds	→				
3	Facilitate Action Research to solve “Problems of Practice”	→				
4	Provide high-quality professional development for teachers in the areas of deeper and authentic learning experiences	→				
5	Implement the Ohio Improvement Process (OIP) with fidelity using the District Strategic Plan and building Continuous Improvement Plans as a progress monitoring tool	→				



Strategic Initiatives

1.4

Adopt a common repertoire of highly effective, culturally responsive teaching practices outlined in the District Common Instructional Framework and companion documents.

Adopting a common repertoire of effective teaching practices supports student achievement and growth by:

- Encouraging teachers to collaborate and share about best practices in teaching
- Creating forums for teachers and staff members to receive and lead professional learning with a collaborative spirit to work towards student success
- Engaging in instructional rounds to be sure that teaching and learning is positively impacting student outcomes

ACTION STEPS		2019-20	2020-21	2021-22	2022-23	2023-24
1	Leverage instructional supports to communicate and develop teachers' ability to provide high impact teaching practices using the RCS Common Instructional Framework as a guide	➔				
2	Implement a District Comprehensive Professional Development plan aligned to the District Strategic Plan	➔				
3	Create a bank of common Deeper Learning Strategies that can be used across all grade levels, in all content areas	➔				



GOAL
2

STUDENT EXPERIENCE

BUILDING AN INCLUSIVE COMMUNITY WHERE STUDENTS FEEL SAFE, SUPPORTED AND ENGAGED



Strategic Initiatives

2.1 Build and implement a systemic approach to Social and Emotional Learning (SEL) whereby students can grow self-awareness and self-management skills.

Creating systemic programs to assist students in developing self-awareness and self-management increases personal growth and academic achievement by:

- Embracing social-emotional learning and providing venues for expanding awareness of mental health concerns, trauma-informed care, and de-escalation techniques to achieve school and life success
- Allowing students to understand their own strengths and challenges and providing a supportive foundation that permits them to grow in those areas

ACTION STEPS		2019-20	2020-21	2021-22	2022-23	2023-24
1	Provide professional development and building resources for staff on wellness, trauma-informed care and de-escalation techniques	→				
2	Offer community education opportunities to expand awareness of today's students' Social and Emotional Learning (SEL) needs and available supports, including common definitions of terms which are community-friendly	→				
3	Develop partnerships with community agencies which support mental health and wellness of students and staff within the school setting	→				
4	Develop and implement a District-wide exit survey/reflection piece completed by each student at the end of each school year where they reflect on their learning and hopes for the following year	→				
5	Review levels of building-level supports that address mental health concerns and act accordingly to allow for equity	→				



Strategic Initiatives

2.2

Provide a safe learning community that supports cultural diversity and equity for all.

Ensuring that students are able to learn in safe spaces that are resourced appropriately increases student achievement and growth by:

- Generating a positive climate and culture and increasing students' sense of belonging within the school setting
- Reducing problem behaviors including bullying and improving understanding of school safety by students, families, and staff
- Creating excitement for school which improves attendance and truancy rates for students and staff

ACTION STEPS		2019–20	2020–21	2021–22	2022–23	2023–24
1	Launch District Equity Team consisting of diverse cultural representation, engage in professional development and develop strategies for District-wide implementation and culturally-responsive teaching practices	➔				
2	Educate students and staff about the changing demographics and cultural diversity of our own community	➔				
3	Conduct and guide conversations about bias of race, gender, ethnicity, and disabilities and its impact on opportunities, programming, and access to students	➔				
4	Create and deliver explicit curriculum which promotes inclusivity with consistent exposure in the classroom	➔				
5	Evaluate equity and alignment of systems, courses, and experiences across levels	➔				



GOAL
2

STUDENT EXPERIENCE

BUILDING AN INCLUSIVE COMMUNITY WHERE STUDENTS FEEL SAFE, SUPPORTED AND ENGAGED



Strategic Initiatives

2.3

Develop, implement, and monitor a coherent District-wide set of expectations for student conduct.

A consistent set of expectations and student discipline system based on restorative practices improves student achievement and growth by:

- Allowing students to fully engage in learning what is expected of them in all Reynoldsburg school environments
- Promoting fairness and equity in the application of the student code of conduct
- Giving students opportunities to learn from their mistakes and to understand the impact on others

ACTION STEPS		2019–20	2020–21	2021–22	2022–23	2023–24
1	Examine and revise current policies and practices to ensure alignment with District vision	→				
2	Expand implementation and fidelity of Positive Behavior and Intervention Supports (PBIS) components in all buildings	→				
3	Implement alternatives to out-of-school suspension and expulsion for infractions without criminal/judicial implication	→				
4	Adopt and implement a dashboard of data management system to monitor academic and behavior data	→				
5	Introduce and implement restorative practices at all buildings	→				
6	Identify exemplar schools/classrooms and replicate effective restorative practices across the District through professional development	→				
7	Connect families with District/building events as part of the requirements of suspension or suspension alternative	→				



Strategic Initiatives

2.4

Develop and implement a recruiting and retention program in order to recruit and retain a high-quality staff with diverse cultural representation.

A diverse, high quality staff increases student achievement by:

- Enabling Reynoldsburg’s student population to interact and identify with adults from a vast array of cultural backgrounds and experiences
- Providing all students with adults who are role models for diversity, acceptance, achievement, encouragement and support
- Promoting global awareness within the culture and climate of the entire District
- Consistently providing students and families the highest quality educational experiences
- Fostering positive staff morale and promoting retention
- Attracting and retaining “expert teachers” and committed, highly competent administrators and staff

ACTION STEPS		2019–20	2020–21	2021–22	2022–23	2023–24
1	Revise and increase consistency of interview process for all positions	➔				
2	Develop a comprehensive HR Recruitment Plan	➔				
3	Implement HR Recruitment Plan	➔				
4	Assess impact of Recruitment Plan and revise as needed	➔				
5	Survey teachers regarding incentives and possibilities	➔				
6	Develop a process to gather data from staff as they leave the District	➔				
7	Consistently revisiting our new teacher orientation prior to start of each school year	➔				
8	Increase purposeful administrative interactions with non-instructional staff	➔				



GOAL
2

STUDENT EXPERIENCE

BUILDING AN INCLUSIVE COMMUNITY WHERE STUDENTS FEEL SAFE, SUPPORTED AND ENGAGED



Strategic Initiatives

2.5

Design a comprehensive, role-specific, individualized cultural proficiency training program for faculty, staff, students and parents.

A well-trained faculty and staff will enhance professional growth and student achievement by:

- Providing training to increase the level of cultural proficiency within the entire Reynoldsburg City Schools’ faculty and staff
- Building capacity within the faculty and staff to work effectively with students from all backgrounds
- Enabling students, families, and community members to consistently have positive experiences with all faculty and staff
- Providing faculty and staff with high-quality professional learning to promote positive student experiences

ACTION STEPS		2019–20	2020–21	2021–22	2022–23	2023–24
1	Implement cultural proficiency training with the administrative team	➔				
2	Implement cultural proficiency training with teachers and identify teacher trainers for future needs	➔				
3	Establish and implement a train-the-trainer model starting with new teachers	➔				
4	Provide cultural proficiency training to support staff	➔				
5	Develop and implement a customer service plan for all visitors to our buildings	➔				



GOAL
3

COMMUNICATIONS

**ENGAGE SCHOOL AND COMMUNITY
STAKEHOLDERS AS ACTIVE PARTNERS**



Strategic Initiatives

3.1 Engage and support the Raider community in the use of multiple methods of communication among and between parents, students and District staff.

Open and active communication among all District stakeholders supports student achievement and growth by:	ACTION STEPS	2019–20	2020–21	2021–22	2022–23	2023–24
<ul style="list-style-type: none"> Facilitating opportunities for parents to voice their needs and concerns with District staff Equipping school stakeholders with valuable information through collaborative interactions Increasing the use of communication tools regarding student achievement Obtaining support for District initiatives 	1 Provide ongoing workshops and training for parents/guardians	→				
	2 Expand school and community liaisons to help support families	→				
	3 Grow our use of multiple methods of communication among and between parents, students, and District staff including print and electronic (e-mail, web, social, text, face-to-face, etc.)	→				
	4 Provide professional development to our staff and parents on the use of differentiated communication tools to support consistent implementation	→				
	5 Use District “communication partners” to assist with timely and effective communications to families in order to allow for increased engagement in their child’s experience	→				
	6 Distribute District communications in multiple languages	→				
	7 Identify and use opportunities to provide extension or enrichment from the community to improve the connection with student success (e.g. parent workshops focusing on: parenting, technology, career and college ready, content)	→				



GOAL
3

COMMUNICATIONS

**ENGAGE SCHOOL AND COMMUNITY
STAKEHOLDERS AS ACTIVE PARTNERS**



Strategic Initiatives

3.2 Speak with a unified voice about the District’s Mission and Vision, initiatives, expectations, strengths, and areas for growth.

Clear, consistent, and timely communication from the District supports student achievement and growth by:

- Informing the community about the value of the Reynoldsburg Experience
- Empowering the community with valuable achievement data to help them support the District and our students
- Marketing Reynoldsburg City Schools to prospective residents and families, thus ensuring future enrollment and increasing the number of stakeholders

ACTION STEPS		2019–20	2020–21	2021–22	2022–23	2023–24
1	Maintain “one voice” by following District branding guidelines	→				
2	Create engaging social media posts on a regular basis	→				
3	Devise consistent communication vehicles and updates from the building level	→				
4	Create a District-wide calendar which includes large scale activities for each school	→				
5	Implement the protocol for District interactive calendar to be updated each month	→				





GOAL
3

Strategic Initiatives

3.3

Expand and enrich the active partnerships between the District and the residents, businesses, and community and civic organizations.

Active partnerships in the Greater Columbus community will increase collaboration and student achievement and growth by:

- Leveraging the talents of Reynoldsburg residents to engage students in academics, career exploration, community service, and entrepreneurship
- Enlisting parents, residents, alumni, businesses, and non-profit partners to help enrich the educational programs and fulfill unmet needs
- Securing non-tax resources to support student learning experiences
- Including representatives from the community in the decision-making process

ACTION STEPS		2019-20	2020-21	2021-22	2022-23	2023-24
1	Increase the utilization of the Office of Partnerships and Community Engagement responsible for the recruitment and management of businesses and community who will assist the District in meeting its goals	➔				
2	Create a partnership committee (community, staff, parents, students) who will assist the Office of Partnerships and Community Engagement in creating a plan to reach out and to build/expand partnerships in the local and greater community	➔				
3	Reach out to new and existing partnerships to share, collaborate, and work to secure non-tax resources	➔				



GOAL
3

COMMUNICATIONS

**ENGAGE SCHOOL AND COMMUNITY
STAKEHOLDERS AS ACTIVE PARTNERS**



Strategic Initiatives

3.4 Communicate regularly with all stakeholders regarding school finances.

Regular communication strengthens the District by:	ACTION STEPS	2019–20	2020–21	2021–22	2022–23	2023–24
		<ul style="list-style-type: none"> Increasing community awareness and understanding of District finances and challenges Building support for finding new sources of revenue 	<p>1 Collaborate with the Treasurer’s office to issue timely, clear, and concise financial information to the community</p>	→		
	<p>2 Communicate ongoing stewardship, transparency, and value proposition looking toward future funding issues</p>	→				
	<p>3 Establish a plan to communicate efforts to cut costs in meaningful ways while maintaining efficiencies and improving the quality of the Reynoldsburg Experience</p>	→				
	<p>4 Educate the public about the mechanics of school finance in Ohio</p>	→				





Strategic Initiatives

4.1 Align District finances with the District mission ensuring balance between delivering a positive experience and cost efficiency.

Aligning finances with the District mission and ensuring cost efficiency supports student achievement by: <ul style="list-style-type: none"> • Providing high quality and sustainable programs that ensure access and equity in schools and programs • Delivering a positive experience in a cost-effective manner that produces well-rounded students and appropriately resourced programming 	ACTION STEPS		2019–20	2020–21	2021–22	2022–23	2023–24
	1	Evaluate equity and alignment of District-supported systems, courses, and experiences across levels	→				
	2	Implement a format to collect District-wide data, and review data from individual buildings to determine proper allocation of resources	→				
	3	Establish fair and equitable financial practices	→				

4.2 Prioritize spending to support high impact programs and services.

Placing priority on identifying and supporting high impact programs and services supports student achievement by: <ul style="list-style-type: none"> • Financially supporting duplication of successful allocation of resources • Ensuring financial resources are allocated to the priorities of the Strategic Plan 	ACTION STEPS		2019–20	2020–21	2021–22	2022–23	2023–24
	1	Develop a yearly process that links educational priorities established by the District to budgetary resources	→				
	2	Ensuring financial resources are allocated to the priorities of the Strategic Plan	→				





Strategic Initiatives

4.3

Establish fair and competitive compensation packages that are financially appropriate.

Competitive and fair compensation packages allow the District to be fiscally responsible and support student achievement and growth by:

- Providing compensation that reflects the high expectations required to deliver a positive experience
- Negotiating creative compensation agreements within our financial constraints
- Retaining high quality staff through excellent compensation, benefits, incentives and a positive work environment

ACTION STEPS		2019–20	2020–21	2021–22	2022–23	2023–24
1	Explore innovative compensation practices	→				
2	Determine components of a compensation study for all employee groups	→				
3	Conduct a compensation study	→				
4	Evaluate the system for awarding all supplemental pay (e.g. supplemental, stipends, overtime)	→				
5	Consider the implementation of recommendations from supplemental pay committee	→				





GOAL
4

Strategic Initiatives

4.4 Maintain financial management and stewardship practices that ensure focused spending within the budget supported by openness and transparency.

Maintaining the efficiency, integrity and excellent ratings of the Reynoldsburg City School District Treasurer’s Department allows the District to be fiscally responsible by:

- Monitoring resource management
- Evaluating and employing effective financial practices
- Optimizing traditional and non-traditional financial resources

ACTION STEPS		2019–20	2020–21	2021–22	2022–23	2023–24
1	Establish a systematic approach to identify and seek non-tax revenue (e.g., foundations, state and federal grants, Reynoldsburg Education Foundation)	➔				
2	Collaborate with the Treasurer’s office to issue timely, clear, and concise financial information to the educational leaders	➔				
3	Develop and implement a system for professional learning on financial procedures	➔				
4	Work in concert with the Department of Communications to create and share vital financial information with our community	➔				





Portrait of a Graduate

The Reynoldsburg City Schools Portrait of a Graduate is our vision for 21st Century Learning and was developed with several teams made up of Reynoldsburg City Schools' administrative leaders, principals, teachers, parents, and students.



INNOVATIVE PROBLEM SOLVER

Able to use a deliberate process to creatively develop multiple solutions to authentic problems.



SOCIALLY & EMOTIONALLY COMPETENT

Able to identify and regulate one's own emotions in order to solve problems, communicate, and build positive relationships.



EFFECTIVE COMMUNICATOR

Able to responsibly and effectively give and receive information across mediums while considering the needs of different audiences.



COLLABORATIVE

Able to accept personal accountability within a group dynamic and synthesize multiple perspectives to determine the best approach to complete a task.



SOCIALLY AWARE & A GLOBAL CITIZEN

Culturally empathetic, compassionate, able to live, learn, work, collaborate, and positively impact the local community and the world.

Common Instructional Framework



RESEARCH-BASED STRATEGIES

- Effective Instruction & Design
- Comprehensive Assessments

Reynoldsburg students are Innovative Problem Solvers. They can creatively develop multiple solutions to authentic problems.

COMMUNICATION & COLLABORATION

- Clarity & Consistency in Communication
- Effective Collaboration

Reynoldsburg students work collaboratively and communicate effectively. They accept personal accountability within a group and communicate while considering the needs of different audiences.

CULTURE & RELATIONSHIPS

- Inclusive Learning Environments
- Supportive Learning Environments
- High Expectations for All Students

Reynoldsburg students are socially and emotionally competent global citizens, who problem solve, communicate, and build relationships to positively impact the local community and the world.

WHAT IS THE COMMON INSTRUCTIONAL FRAMEWORK?

The Reynoldsburg City Schools Common Instructional Framework (CIF) is a resource for administrators and teachers that identifies three areas of focus for innovative teaching and learning. The CIF is a guide for teachers to deliver consistent, robust instruction which will result in students mastering the Portrait of a Graduate competencies.





Glossary of Terms

ADMINISTRATIVE GUIDELINES

This usually refers to board policy, board approved guidance documents, and/or legislative guidelines in Ohio Revised Code.

COHORT

A group of individuals having a statistical factor (such as age) in common in a demographic study.

COLLABORATION

The act of working jointly with others, especially in an intellectual endeavor.

COMMON INSTRUCTIONAL FRAMEWORK

A resource for administrators and teachers that identifies three areas of focus for innovative teaching and learning.

COMPETENCIES

A specific area of competence, a possession of sufficient knowledge or skill.

EFFECTIVE COMMUNICATIONS

The ability to responsibly and effectively give and receive information across mediums while considering the needs of different audiences.

EXEMPLAR

One that serves as a model or example.

GLOBAL CITIZEN

One who positively impacts the local community and the world.

INNOVATION

The introduction of something new. A new idea, method or device.

LEARNING OBJECTIVES

What students must know and be able to do to achieve mastery of Ohio's Learning Standards.

PBL

Authentic learning experiences provided to students so they can solve real world problems and perform authentic tasks.

POLICY

A high-level overall plan embracing the general goals and acceptable procedures.

PORTRAIT OF A GRADUATE

Reynoldsburg City Schools' vision for 21st Century Learning. The Portrait of a Graduate identifies five competencies that every student in our District will strive to accomplish during their time at Reynoldsburg City Schools.

PROBLEM SOLVER

One who uses a process to develop multiple solutions to authentic problems.

RUBRIC

A guide listing specific criteria for grading or scoring academic papers, projects or tests.

SOCIAL AND EMOTIONAL LEARNING

The ability to identify and regulate emotions to solve problems, communicate and build relationships.

STAKEHOLDER

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