


# Strategic Plan Presentation Quarter 1

Board of Education  
October 23, 2024

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# 21st Century Teaching and Learning

During the 2024/2025 school year, the Twinsburg City School District will convene a District AI Committee to develop an Implementation Plan for District-wide AI adoption. The committee members will facilitate the adoption of AI building operations, student future readiness, student achievement, and delivery of services, as measured by survey data and pilot classroom rubrics.

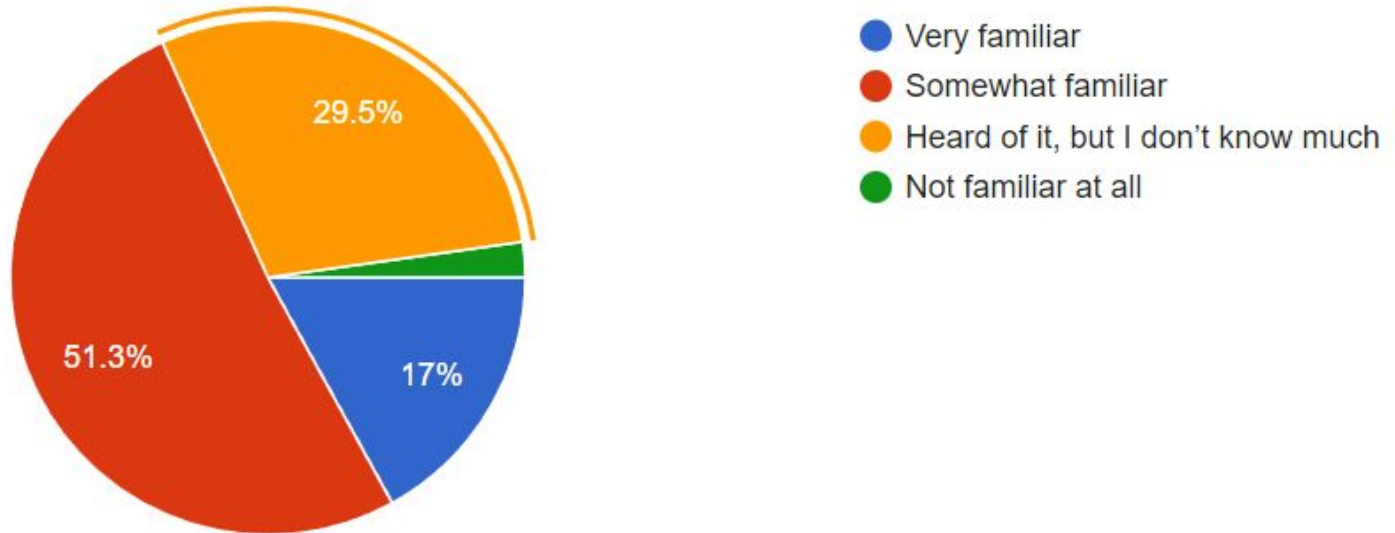
By the end of the 2024/2025 school year, the Twinsburg City School District will demonstrate growth in literacy initiatives through the implementation and consistent application of evidence-based practices derived from the Science of Reading as demonstrated by staff engagement through professional development, PGP conferences and classroom observations/walkthroughs.

# 21st Century Teaching and Learning – Artificial Intelligence

How familiar are you with the concept of artificial intelligence (AI)?



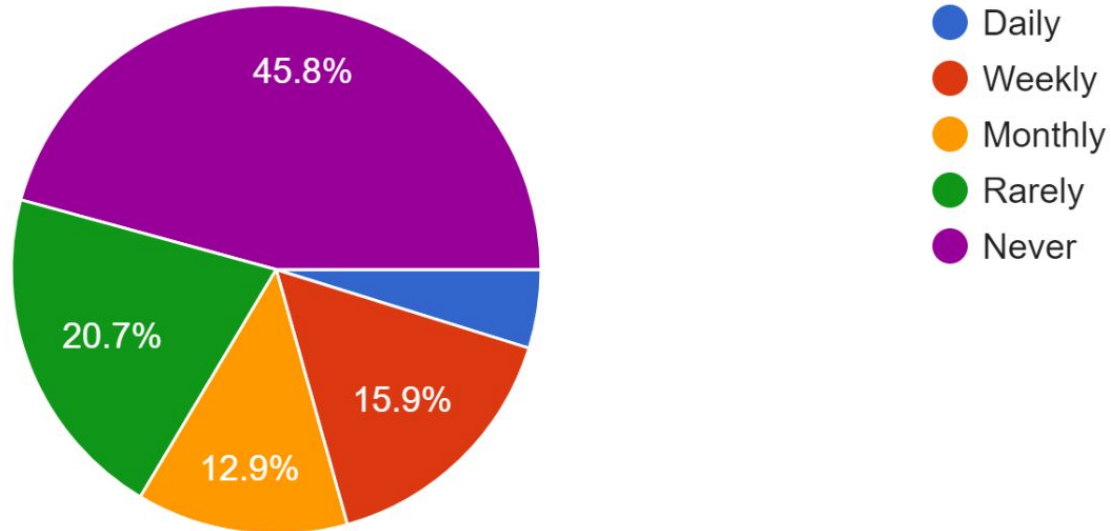
271 responses



# 21st Century Teaching and Learning – Artificial Intelligence

How frequently do you use AI-powered tools or applications in your work?

271 responses



# 21st Century Teaching and Learning – Artificial Intelligence

Legend:		Artificial Intelligence (AI)	Literacy   Science of Reading	Math   Science	Art   PE   Music	
CPR <a href="#">LINK</a>	Wellness Activities 8-8:50 a.m.					
8-10 a.m.	Time/Room Slot	THS Auditorium 1	THS L114 2	THS L113 3	THS B114 4	THS L112 5
THS Commons	A Track 9 - 10 a.m.	<b>The AI Toolbox: Best AI Tools for Schools</b> <i>Eric Curts</i>	Number Sense Routines for Elementary and Intermediate Grades 3-7 <i>John Parke</i>	PE PLC	De-Escalation & General Ed Strategies for Inclusion *Open to All Staff* ABA Outreach Team	Early Literacy <i>Elizabeth Kinsella &amp; Rhonda Albers</i>
CPR <a href="#">LINK</a>	B Track 10:10 - 11:10 a.m.	<b>The Future of Feedback: Guided Grading with AI</b> <i>Eric Curts</i>	Internal Monitoring <i>Ryan Bandiera</i>	Art PLC	Inclusion Techniques to Prevent Behavior Issues *Open to All Staff* ABA Outreach Team	<b>Teaching with AI: Unlocking New Possibilities in the Classroom (Gr. 4-8)</b> <i>Lauren Bobrowski &amp; Ann Feichter</i>
THS	LUNCH					

Ctrl

Alt


💡

Control Alt Achieve

transforming education with technology

Welcome to this issue of the **Control Alt Achieve** newsletter!

This last week I had a wonderful day at Twinsburg City Schools working with the staff on "[The AI Toolbox](#)", "[Managing AI Misuse](#)", and "[Guided Grading with AI](#)". If your school is ever looking for PD feel free to [check out my PD catalog](#) and reach out to chat about options. And yes my beard is getting exceptionally long as I let it grow for winter 😊



Resources: [bit.ly/curts-aitools](https://bit.ly/curts-aitools)

**AI Toolbox: Best AI Tools for Schools**

Trainer

Innovator

Eric Curts

ControlAltAchieve.com

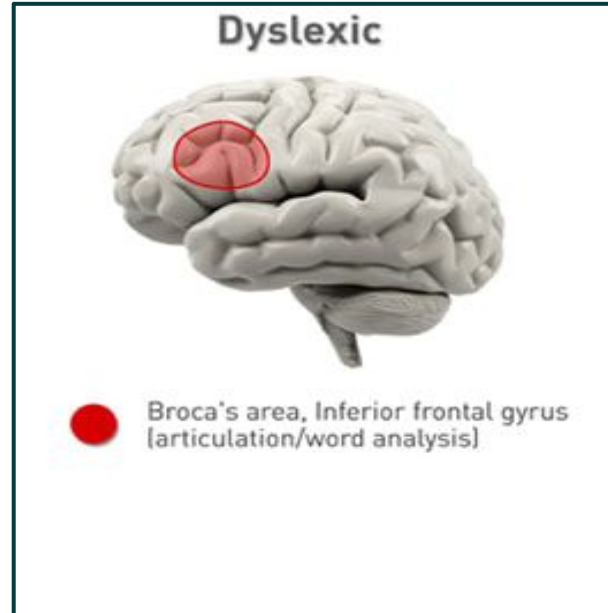
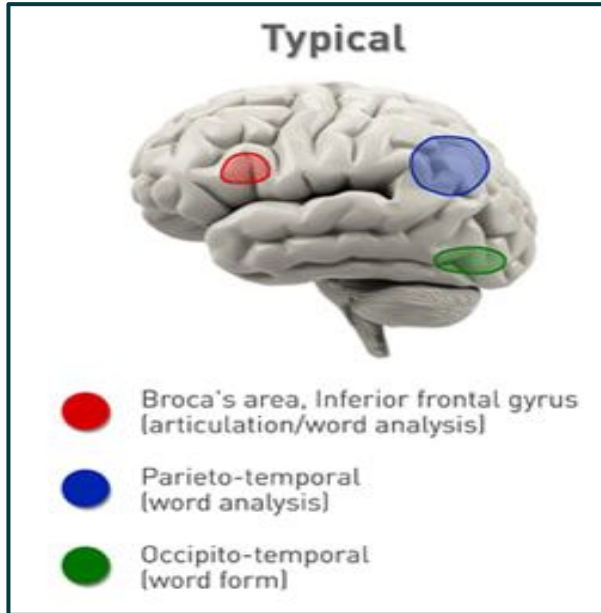
ericcurts@gmail.com - @ericcurts

# 21st Century Teaching and Learning

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# How the brain learns to read

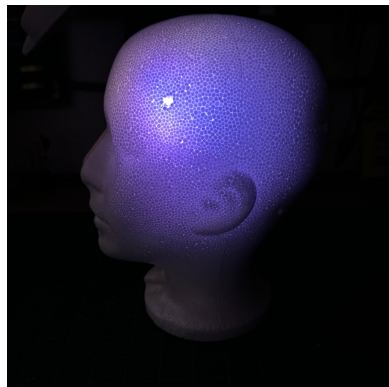
*Elizabeth Kinsella (Wilcox Reading Specialist)*



Comparing the typical and dyslexic brain

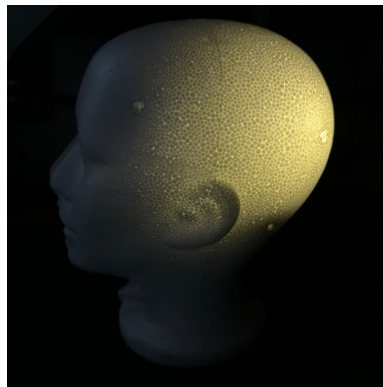
# How the brain learns to read

*Elizabeth Kinsella (Wilcox Reading Specialist)*



## Broca's Area

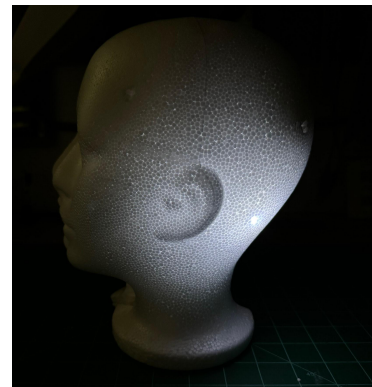
- Word articulation
- Phonological processor



## Parieto- Temporal

- Word analysis
- Transfers letters to sounds

j   a   m  
/j/   /a/   /m/



## Occipital- Temporal

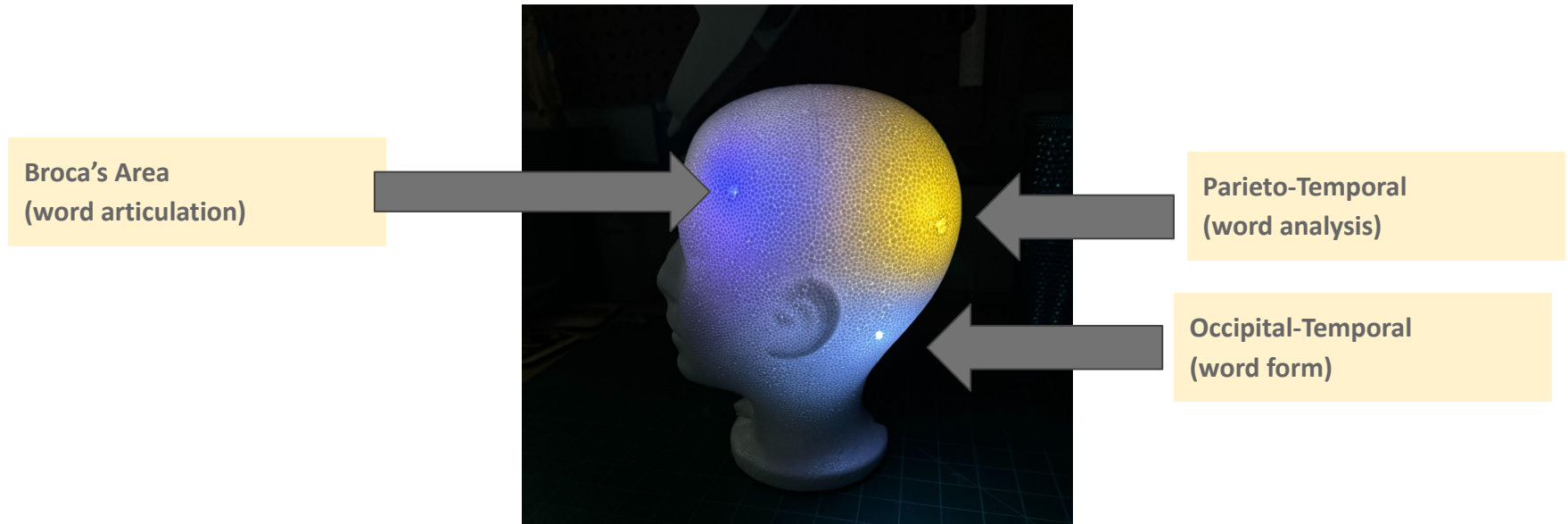
- Word form

jam



# How the brain learns to read

*Elizabeth Kinsella (Wilcox Reading Specialist)*



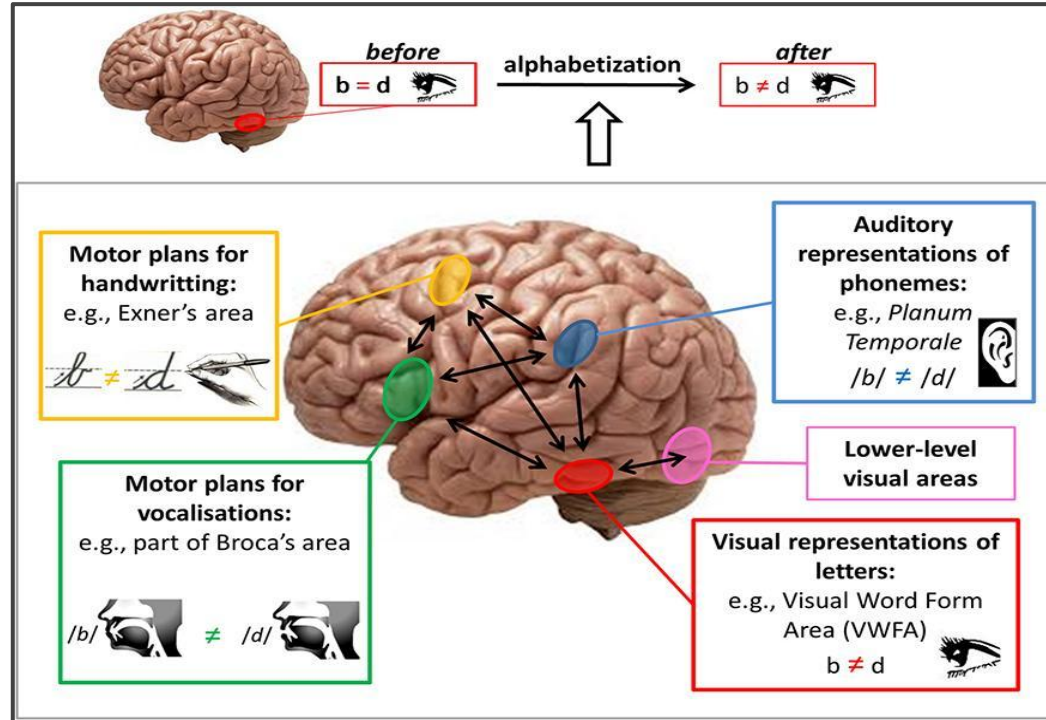
jam - spread that is made from fruit and goes on bread  
jam - stuck in something and cannot get out

# Strategies for reading and writing

## *Rhonda Albers (Wilcox Reading Specialist)*

### Writing is an expansion of reading

- Writing is a highly complex task involving multiple areas of the brain
- Motor planning




# Strategies for reading and writing


## *Rhonda Albers (Wilcox Reading Specialist)*

Activating all parts  
of the brain when  
reading and writing

**Say the word.**  
**Tap It:** Finger tap the word to sound it out.  
**Map It:** Place a finger or chip in a box for each sound.



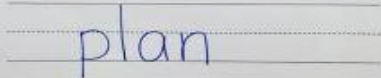
**Graph It:** Write the letters that make each sound in each box.



**Blend It:** Slide your finger across the line above as you read the sounds.

**Say It:** Say the word fast.

**Write It:** Write the word on the line below. Say each letter as you write it.



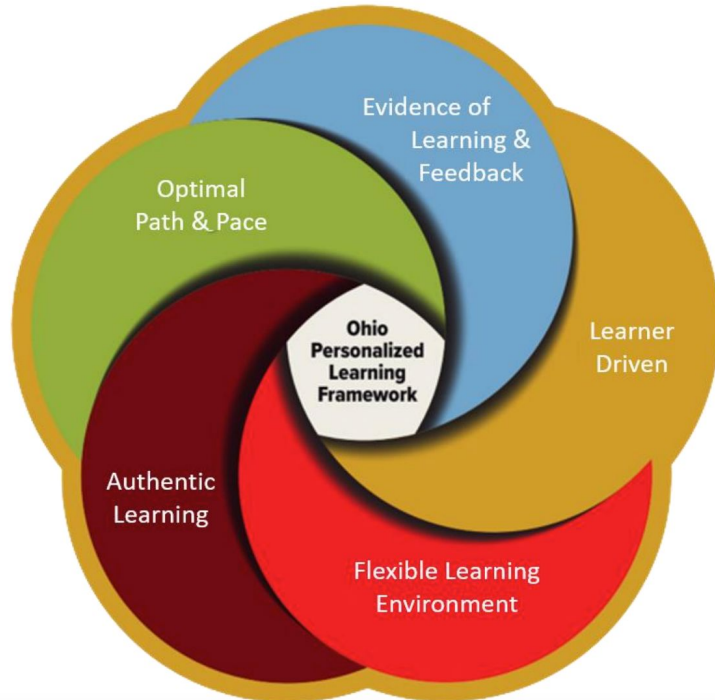
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What kind/how many	Who (what)	Do (action)	what	why/when /how
	The leaves	turn	brown	
The oak	tree	drops	acorns	in the fall.

### Because, But, So

- Frogs have strong legs because\_\_\_\_\_
- Frogs have strong legs but\_\_\_\_\_
- Frogs have strong legs so\_\_\_\_\_

# PLP Components



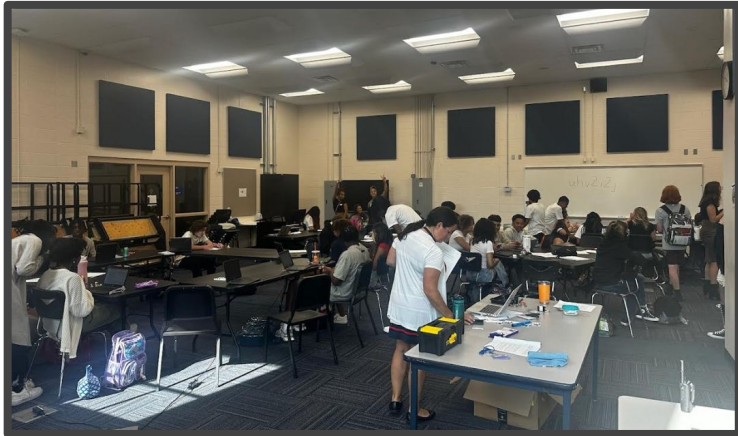
The components of Personalized Learning are:

1. **Learner Driven**
2. **Flexible Learning Environment**
3. **Authentic Learning**
4. **Optimal Path and Pace**
5. **Evidence of Learning and Feedback**

Each Personalized Learning component has 3-5 indicators that demonstrate implementation of the respective component in an educational setting.

# PLP: Learner Driven

Students have ownership of their own learning, set goals, make choices about how to accomplish them and monitor progress towards achieving their goals.



- Learner Profiles
  - Personal Info/Interest
  - Goals
    - School
    - Personal
  - Learner traits
  - Character Reference
- Portfolio/Capstone Project

# PLP: Flexible Learning Environment

All students have balanced opportunities to work independently and collaboratively to ensure that their individual learning needs are met.

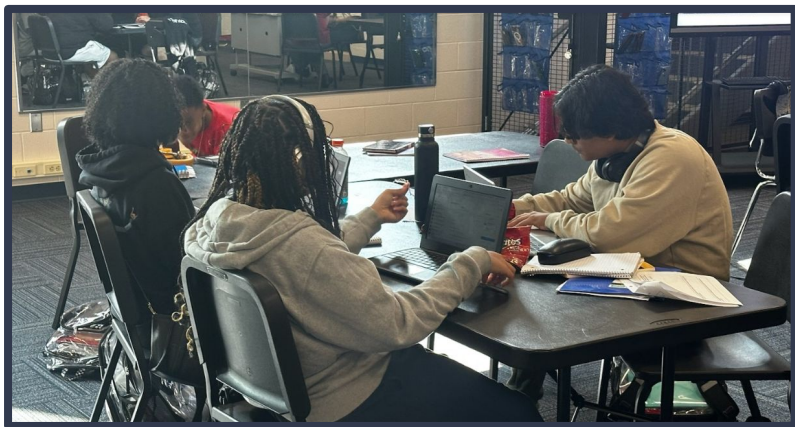


- Current Offerings
  - Multiple Work Areas
  - Folding Tables/Chairs
  - Flexible Grouping
- Future Wishes
  - Movable Furniture
  - Comfortable Seating
  - Outdoor Learning Space



# PLP: Optimal Path & Place

All students are provided with opportunities to progress at a pace that is appropriate to their needs in order to reach mastery of skills and competencies.



- Playlists
- Weekly Schedule-Building and Goal-Setting
- Flipped Classroom/Mini-Lessons

# PLP: Authentic Learning

Personal learning pathways and experiences that connect to students' needs, interests, and aspirations are student-driven.



- Learner Profiles
- Co-Created Playlists
- Summative Assessment Options
- Future Ambitions



# PLP: Evidence of Learning & Feedback

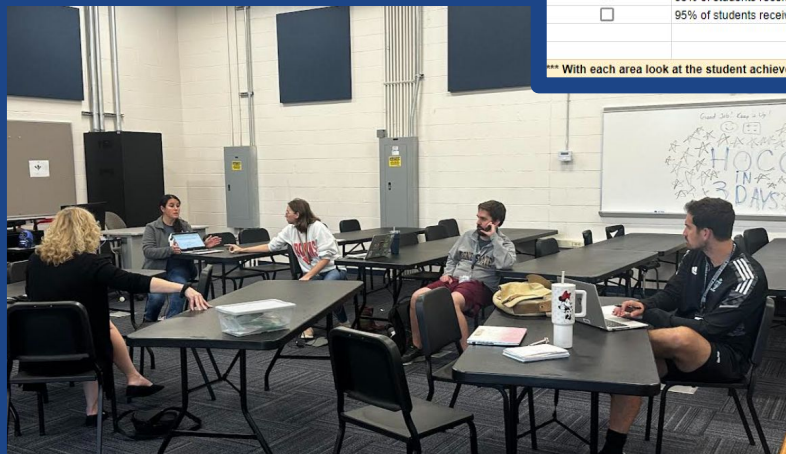
All students are assessed through a variety of ongoing and adaptable assessment techniques. Mastery learning or competency-based learning is practiced program-wide.



- One-on-One Conferencing
- Immediate Feedback
- Traditional formative mixed with non-traditional summative
- Informal Reflection -> Built-In

# PLP: Success Criteria

Content Knowledge	Criteria - The purpose is to allow participants to share connection between every day practices and their learning experience	Creative "Know How"	Criteria - captures learning artifacts that are evident to a learner profile. Creating, imagining, thinking is flexible, and persisting to show mastery of skills.	Habits of Success	Criteria - Demonstrating the ability to achieve mastery after reflecting on the standards (e.g. activities) that pose as a problem initially but are achieved overtime with the assistance of other members (e.g. staff, peers, community members)	Wayfinding Abilities	Criteria - Developing and opening up opportunities to allow students to meet, develop, and understand 21st century (real world) learning strategies and standards
<input type="checkbox"/>	95% of students received their English credit	<input type="checkbox"/>	Critical Thinking & Problem Solving	<input type="checkbox"/>	Demonstrates Positive Academic Behaviors	<input type="checkbox"/>	Surveying College, Career, & Life Landscapes
<input type="checkbox"/>	95% of students received their Math credit	<input type="checkbox"/>	Creativity & Entrepreneurship	<input type="checkbox"/>	Self-Direction & Perseverance (self-awareness of learning)	<input type="checkbox"/>	Identifying Opportunities & Goals Setting
<input type="checkbox"/>	95% of students received their Science credit	<input type="checkbox"/>	Communication & Collaboration (Peers, Staff, Community Members)	<input type="checkbox"/>	Positive Mindsets	<input type="checkbox"/>	Developing Personal Roadmaps
<input type="checkbox"/>	95% of students received their Social Studies credit	<input type="checkbox"/>	Use of Information, Media, & Technology	<input type="checkbox"/>	Learning Strategies	<input type="checkbox"/>	Finding needed help & resources
		<input type="checkbox"/>	Practical Life Skills	<input type="checkbox"/>	Social Skills & Responsibility	<input type="checkbox"/>	Navigating each stage of the journey
*** With each area look at the student achievement --we can look and develop whether the program is emerging, developing, applying, or extending with a formula based on student achievement							



# Facilities

During the 2024-2025 school year, the Twinsburg City School District will update the 5-year Facilities Master Plan with detailed budgets to ensure that 80% of proposed strategic annual expenditures are allocated and expended as planned.

During the 2024-2025 school year, the Twinsburg City School District will complete the preparation phase of the Tiger Legacy Project by initializing design plans, conducting engineering assessments, and determining pilot bus routes to effectively merge three (3) elementary schools into a Preschool - Grade 6 elementary school building.

# Tiger Legacy Project

Preliminary work has been done on overall site plans for the proposed PK-6 building. More granular work is being done in the following areas:

- Community & Staff Engagement: through numerous meetings, we have gathered invaluable feedback and included it in our planning processes.
- Soil Borings: geotechnical studies have been completed by Professional Service Industries and the data will be available soon.
- Traffic Study: is underway at all buildings and the data will be available when they have finished their assessments.
- Bus Routing: reviewing different schedule scenarios to determine the best bell times for the proposed PK-6 building. That data will also be shared with TMS Engineers as part of the traffic study.

# Tiger Legacy Project

## Proposed PK-6 Building (Front)

- Replaces Wilcox, Bissell, & Dodge
- Constructed on the site of the current Tiger Stadium
- Separate drive areas for buses and cars
- Flexible shared spaces allow for maximum efficiency, and provides students and staff with greater opportunities than having separate buildings
- State-of-the-art security technology and alert systems





# Tiger Legacy Project

## Proposed PK-6 Building (Rear)

- 'Houses' are to the rear of the building and split into grades PK-K, 1-2, 3-4, and 5-6.
- Playground and courtyard spaces are safely separated from any traffic, and offer students a wider range of activities and surfaces than current facilities
- Potential environmental opportunities for students in green spaces



# Tiger Legacy Project

## Proposed Tiger Stadium

- New turf
- New LED lighting
- New bleachers
- New track & field accommodations
- New locker rooms
- New concession areas
- New weightlifting area and equipment

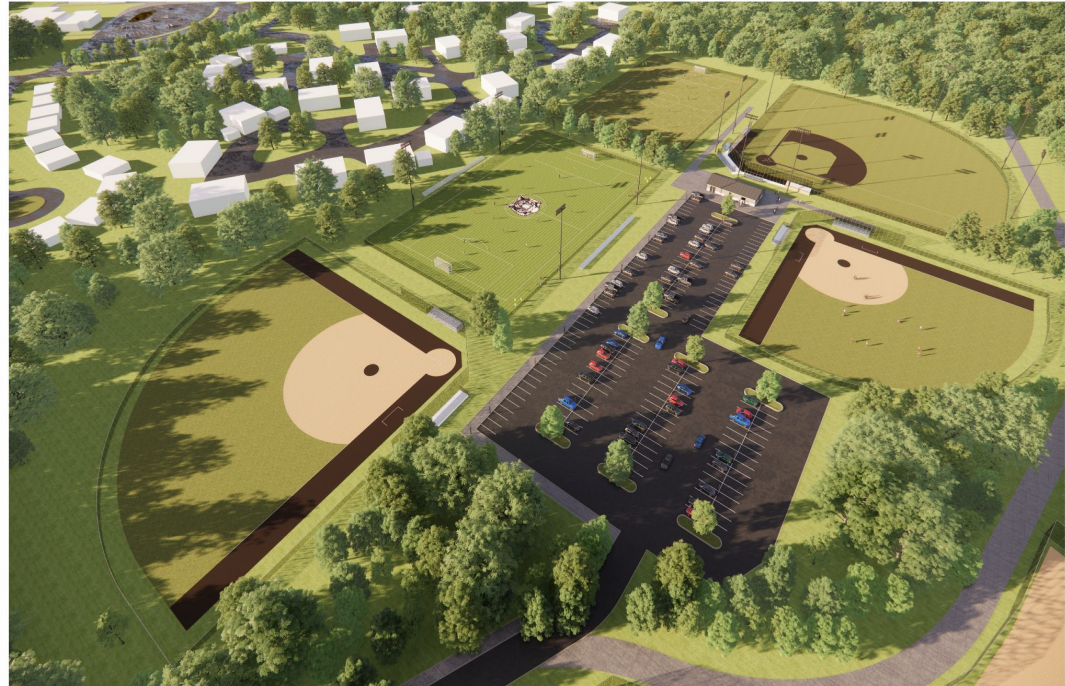




# Tiger Legacy Project

## Proposed Athletic Fields at Dodge

- New soccer stadium
- New practice soccer field
- New freshman & JV baseball field
- New girls softball field (Hoon Field)
- New parking areas
- New locker room and concessions area
- Renovations to boys varsity baseball field
- Improved trailhead access and parking
- State-of-the-art security technology





# Video



# Bond Issue 33 ~ Facts

**\$107,000,000**

**4.27 mills = \$149 annually  
per \$100K per County Fiscal  
Officer's appraised value**

**Estimated cost of new PreK - 6th  
grade school & demolition of 3 schools  
= \$87,553,142.**

**Estimated cost of relocation of athletic  
fields = \$17,847,000.**

**Consideration for inflation =  
\$1,599,858. (1.5% of total project cost)**

(Estimate is based on a maximum term of 36 years with an estimated interest rate of 5%)

# Safety

By the end of the 2024-2025 school year, the Twinsburg City School District will enhance school safety through the consistent implementation of BOE Policy 5136 (student PCD use) and the expanded use of metal detection technologies at school entrances as measured by student discipline referrals.

# Safety at Dodge



- ALICE Training
  - Grade Level Assemblies
  - 1st Drill Completed with 2 scheduled Staff Training
  - Review of Drills, Feedback
- Emphasis on student-staff relationships
- School Culture & Classroom Management



## A collage of two photographs from a school assembly. The top photo shows a group of approximately 15 students and two adults standing in a gymnasium. The students are dressed in casual attire, including a black jersey with a large red number '1', a pink hoodie with a heart, and a grey hoodie with 'ATLANTIC BEACH' text. Two adults, a man and a woman, stand among the group. The bottom photo shows a group of students sitting at their desks in a classroom or gymnasium. They are all smiling at the camera. The desks are arranged in rows, and the background shows a wooden floor and blue walls.



# Safety at Dodge



0.5% Decrease in Discipline at Dodge during SY  
23-24



Consistent Use of PCD Policy

*Strategic Plan Connection: the Twinsburg City School District will enhance school safety through the consistent implementation of BOE Policy 5136 (student PCD use)*

# Safety – Open Gate – THS



Through security grant funding, the District has purchased Open Gate Metal Detectors. Training with Administrative staff and security liaisons has occurred and these devices will be utilized in the near future.



Thank you!

Questions?

