



**HILLIARD CITY SCHOOLS**

Ready For Tomorrow

# 2020

EXECUTIVE SUMMARY



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Today's world is not the world we grew up in, and today's world is certainly not the world our children live in. Because of the dramatic changes our world has undergone, this digital generation's children are not the students our schools were designed for, and are not the students today's teachers were trained to teach.

- Ian Jukes

# Introduction

Today's student, at a glance, looks pretty much the same as the students of yesterday; however, on the inside, this student is really very different. In general, the 21st century student is walking into our classrooms smarter, more experienced, and ready to engage in complex learning experiences.

Additionally, today's global society, sparked by rapid technological advances and innovation, is putting new demands on America's workforce. Students must possess a whole new set of skills and knowledge to be successful in the future.

So, what does this mean for the Hilliard City School District? Instruction, and the components that support it, must be more intentional and purposeful than ever before in its design. Schooling can no longer be looked at as an event; rather it must become an experience in which students think critically and creatively across disciplines, collaborate with others to problem solve, understand the global landscape and their place in it, and use technology inside the classroom as much as they do outside.

In response, the district has launched 2020, a strategic vision, to determine the knowledge, skills and educational experiences students will need to compete globally in the 21st century.

## Hilliard City Schools Today

The Hilliard City School District is consistently ranked as one of the largest school districts in the state of Ohio and is expected to experience significant growth into the foreseeable future. The district's schools provide excellent educational opportunities for their students, resulting in great achievements.

- The Hilliard City School District is consistently ranked "excellent" on state report cards.
- A majority of graduates move on to higher education.
- The district's students perform well on Ohio Achievement Assessments and the Ohio Graduation Test; high school students historically score higher than the state and national averages on the ACT and SAT college entrance exams.
- Each year, the high schools recognize National Merit Scholarship finalists, semi-finalists and commended scholars.
- Nearly 1,000 high school students take advantage of advanced placement courses and early college credit opportunities each year.
- Millions of dollars in scholarships and grants are awarded annually to graduating seniors.

Hilliard City Schools' exceptional growth over recent years has brought great change to this once rural district. The school system is experiencing diversity in the student population as never before, welcoming students from all walks of life, with different ethnic backgrounds and a variety of learning needs.

Ten years ago, 92% of the district's 10,733 students were of Caucasian descent, with fewer than 75 non-English speaking students. Today, 79.1% of Hilliard City Schools' 15,500+ students are Caucasian and the district serves more than 1,100 non-English speaking students. These students represent 49 different countries, speaking 37 different languages.

The district also has seen a significant increase in socio-economically disadvantaged students. Just five years ago, 9.8% of the district's students were considered economically disadvantaged. Today, the numbers have risen to 19.3% of the student population, with more than 3,000 students receiving free or reduced lunches. Likewise, the number of students with special needs has risen. Across the district, 1,775 students or 12% of our student population receive special needs services, and those numbers continue to climb.

## **Rapidly Changing World**

It is clear that the changes Hilliard City Schools is experiencing are simply a microcosm of the dramatic changes in the world today. Society has entered a new era of globalization and amazing technological advances that is shrinking an already small world.

As Pulitzer Prize-winning author Thomas Friedman cites in his book *The World Is Flat*, the people of India, Australia and China are now our next-door neighbors. With today's ease of travel and the power of the Internet and e-mail, the playing field for businesses, as well as individuals, has been expanded to include the entire globe and leveled to include all walks of life.

With this extraordinary shift, new trends have surfaced that will unequivocally alter the way business is conducted, the way people live their lives and, certainly, the way schools must prepare students for graduation and beyond.

## **The 21st Century Skills Movement**

In 2002, the Partnership for 21st Century Skills was formed as an advocacy organization in the United States with a focus on 21st century skills in education.

Through the Partnership's work, combined with input from educators, civic and community groups, and business leaders, a framework for 21st century learning emerged to identify the necessary skills, knowledge, and expertise that students would need to succeed in work and life.

The following skills were identified as essential for the 21st century learner: (1) creativity, (2) innovation, (3) critical thinking, (4) problem solving, (5) collaboration, and (6) communication.

The challenge for schools, then, is to align these 21st century skills with the core curriculum to provide students with the expertise required for success in the future.

## **The 2020 Challenge**

In 2006, Superintendent Dale A. McVey challenged the district's two high school principals (the district's third high school opened in 2009) to create the high school of the future by tailoring the district's programming and curriculum to provide all students with the skills and knowledge they need to be successful in the 21st century.

As a result, the High School 2020 steering committee was assembled and began an unprecedented journey of self assessment and discovery. Together, with the assistance of over 100 teacher volunteers, representatives from the Board of Education, and BMW Financial Services, the committee members conducted evaluations of current programming and standards, assessed the global and technological challenges of tomorrow, and sought to determine how to improve upon current instruction to ensure student success in the immediate future and beyond.

In October, 2007, the High School 2020 report was submitted to the superintendent for further review. The recommendations from this report have been instrumental in shaping the vision and direction of secondary education in the district.

As a continuation of this journey, in 2008, the focus then shifted to the elementary and middle schools with a challenge to conduct the same self assessment and discovery to determine the educational experiences and dispositions required for students in grades K-8 to be fully prepared for the future opportunities that await them in high school and beyond.

Led by the Directors of Elementary and Secondary Education, more than 80 teacher and administrative volunteers and representatives from the Board of Education, Nationwide Children's Hospital, and Tolles Career Center engaged in twelve months of research and exploration.

The subsequent months of research included the review of existing print materials and published studies, interviews with experts in the areas of concentration, site visits to high achieving model school systems, and attendance to key conference and training seminars.

As a result of three years of research and thoughtful deliberation, the recommendations outlined in this report center around twelve key areas of study:

1. Core curriculum
2. 21st century assessment
3. Intervention
4. Information & communication technology
5. Personalization/life skills
6. School culture/climate
7. Transitions
8. Career Education
9. Leadership
10. Professional development
11. Communications
12. Business/community partnerships

It is important to note these recommendations are exclusive to the Hilliard City School District, as they were written with the district's unique culture in mind. Additionally, the recommendations that follow were done so with the intent of reallocating resources to support these goals, recognizing the financial constraints of the district's budget and its inability to provide new funding for many of these learning opportunities.



# Core Curriculum

As a result of the changing world around us, it is evident that individuals need vastly different skills and knowledge to be successful in the 21st century. Moreover, the rapidly advancing globalization of work, rising expectations of employers, ever-evolving communications technology, pervasive immigration and exponential innovation, all coupled with an increased expectation of standard of living, make it clear that learning increasingly will be a life-long activity.

Therefore, the learning environment must focus on producing students who are active and self-directed; who are given help in understanding their own learning styles; who are given choices in the learning process and clear expectations so they can assess their quality of work.

As educators, we must prepare our students to be able to create, analyze and transform information and to interact effectively with others. The instructional process must be intentionally designed to develop deep understanding and promote the transfer of knowledge to new situations.

Today's core curriculum must reflect current needs and tomorrow's requirements. Information and communication technologies are rapidly raising the bar on the competencies needed to succeed in the future. Students require a curriculum built on the basics, but one also rich in global awareness; financial, economic, and business literacy; civic literacy; and information and communication technology. To prepare students to thrive in 2020 and beyond, schools must provide an entirely new set of fundamental skills and an ability to face the challenges of a society that is continually being redefined.

# Recommendations

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1. Incorporate the following ten core areas to meet state and national standards as well as the needs of Hilliard City Schools' students: business/financial literacy, career education, family and consumer science, global languages, language arts, mathematics, science, social studies, the arts and wellness.

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2. In order to develop curriculum that will meet the students' needs in the 21st century, embrace the 21st Century Learning Framework for all content.

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3. Create a formalized action plan for implementing 21st century assessments and instructional strategies.

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4. Increase purposeful learning communities within the schools that establish reflective practice, de-privatization of practice, collective focus on student learning, collaboration, and shared norms and values.

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5. Create a common district vision of the essential habits of learning for Hilliard City School District students.

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6. Create opportunities and experiences for students to work and learn in cross cultural environments.

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7. Research and implement educational structures (i.e. calendar, housing, programming) that will best prepare our students for their future.

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# 21st Century Assessment

Assessment in schools has evolved over the last decade. Isolated assessments of learning created by individual teachers have become a practice of the past. Instead, educators now recognize the benefits reaped from collaborating in the development, implementation, and analysis of assessments for learning. In other words, it is not so much about what students have learned; rather, assessments have become powerful tools for informing instruction to maximize student achievement.

Today, students experience a balanced assessment system that identifies their understanding of content before, during, and after instruction takes place. Assessments within a balanced system include diagnostic assessments, common assessments, classroom formative and summative assessments, and state-wide assessments that take place in a variety of settings, multiple times throughout the learning process.

Assessments of the future must incorporate a focus on the assessment of critical thinking, creativity, ingenuity, collaboration, communication, and problem solving. It will no longer be enough to only evaluate students' mastery of content; instead, assessments must provide a glimpse into students' ability to process and apply their knowledge in creative ways. This will mean the traditional paper and pencil assessment will need to expand from an event to an experience. Students should be assessed through performance opportunities using a variety of tools.

# Recommendations

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1. To determine students' true readiness for the global marketplace, expand the current assessment practices to ensure students are measured against not only their local and state of Ohio counterparts, but also their national and international equals.

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2. Increase and expand the college entrance exam (ACT & SAT) preparation offered to students in the high schools and begin the preparation in the middle school years.

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3. Create across the school district a set of common assessments for the core subjects which will provide regular checkpoints for student progress throughout the year. Data teams should strategically analyze data gathered from these assessments and plan corrective teaching strategies.

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4. Design and implement performance-based assessments that align with instructional goals and curricular standards to support a more balanced assessment system.

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5. Continue to encourage our high achieving students to participate in Advanced Placement (AP) courses. Provide ongoing professional development for AP teachers to ensure the level of rigor required by College Board. Research the International Baccalaureate (IB) Diploma Program to determine if this program would be beneficial to the students in Hilliard City Schools. Continue to explore dual credit programs to further advance opportunities for high school students.

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6. Purposefully integrate critical thinking experiences into instruction and assessment as a way of determining an individual student's level of understanding.

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# Intervention

Intervention is a support intended for students with an identified need – a need that may be as varied as the students in school. “Whether due to a lack of background knowledge, delayed language development, limited successful experiences, mild learning disabilities, a different primary language, low motivation, or anxiety, strategic and/or accelerated intervention is required for all students at some point in time to ensure increased student achievement” (West Virginia Department of Education). Intervention should positively influence the social, academic, and health outcomes of all students.

Today, schools struggle to intervene and address the diverse needs of students. Due to limited resources, intervention is often reserved for only the most struggling learners, leaving students in the middle and at the top without. This limited intervention often leaves teachers overwhelmed and challenged to maximize student achievement.

Intervention must become a part of every child’s educational experience. Schools are being asked to grow all students and prepare them for a future in a competitive global market. To successfully do this, the right intervention must be developed and implemented for each individual student through collaborative partnerships with the greater school community.

# Recommendations

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1. Review and modify existing intervention structures/practices to meet the needs of all students and increase student achievement.

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2. Research and implement a variety of best-practice intervention strategies through professional development, efficient use of resources and staffing, and powerful parent/community partnerships with a focus on the whole child.

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3. Implement opportunities for learning and intervention beyond the traditional school day and calendar year.

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4. Conduct a district intervention audit to appropriately balance the allocation of intervention staff and resources.

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5. Implement a common, researched intervention model and monitor effectiveness across the district.

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# Information & Communication Technology

Students in today's classrooms - the "Net Generation" or "Digital Natives" - have more efficient access to information, media messages, and more frequently use communication tools and networking to "function in a knowledge economy." This generation relies on technology to research, organize, evaluate, and communicate (from Framework for 21st Century Learning) in all facets of their lives. "For the first time in history, children are more comfortable, knowledgeable, and literate than their parents with an innovation central to society. And it is through the use of the digital media that the Net Generation will develop and superimpose its culture on the rest of society. Already, these kids are learning, playing, communicating, working, and creating communities very differently from their parents" (Tapscott).

These digital-natives are characterized as multi-taskers and collaborators with short attention spans who are fascinated with new technologies, inductive discovery, and fast response time (from Rodgers' article). As a result, today's learners are not the learners that today's schools were designed for; the challenge facing schools is to design an experience to be responsive to the learners of today and tomorrow.

Just having technology tools alone will not prepare nor satisfy this generation for their future. It will require a new understanding of what it means to be literate in the 21st century. Traditional literacy is no longer enough. Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of abilities and competencies - many literacies.

These literacies—from reading online newspapers to participating in virtual classrooms—are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories of individuals and groups. Twenty-first century readers and writers need to:

- Develop proficiency with the tools of technology
- Build relationships with others to pose and solve problems collaboratively and cross-culturally
- Design and share information for global communities to meet a variety of purposes
- Manage, analyze, and synthesize multiple streams of simultaneous information
- Create, critique, analyze, and evaluate multimedia texts
- Attend to the ethical responsibilities required by these complex environments  
(NCTE, 21st Century Framework)

## Recommendations

1. Create ongoing conversations within the district that continuously evaluate the skills and knowledge related to technology that all graduates of the Hilliard City Schools should possess.

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2. Provide students and staff members with continuous access to and adequate training for appropriate technologies used in teaching, learning and research.

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3. Create a culture in which the district's expectations encourage technology enhanced classrooms for all students to use to communicate, organize, problem solve, archive, research, learn and assess their course work.

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4. Develop technology standards for the district's teaching staff that include both aptitude and integration requirements to stay current with today's "digital natives."

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5. Expand the online offerings available through eCampus, the district's online course management system, to provide students with course and scheduling flexibility that cannot always be accomplished through traditional classes alone.

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6. Assess and redefine the role of technology teachers within buildings and classrooms and determine how these resource staff members might be used more effectively.

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7. Develop a plan for the evaluation and integration of emerging technologies to support 21st century learners.

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## Personalization/life skills

The 21st century school knows each student on a personal level and is able to create educational opportunities that allow individuals to grow, find personal success and explore their individual talents and gifts.

*"Personalizing education is about doing what's best for kids - pushing and pulling at the right time, not dictating or punishing but problem-solving and mediating. Overall, the school's job is to know each student well and to provide the right measure of challenge and support for each student in order to promote growth" (www.bigpicture.org, 2008).*

With personalization, the focus shifts from the acquisition of knowledge to the application of knowledge. Through a team approach, the educational experience excites students and prepares them for lifelong learning. This happens best when education is designed with each individual learner in mind - giving each learner choices that enrich learning and foster relationships to build a safe environment.

# Recommendations

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1. Explore opportunities to utilize the resources of time, personnel and facilities outside of the traditional school day and school calendar.

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2. Work to develop a closer relationship with local career and technical schools and actively work to inform and educate students of these alternative opportunities.

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3. Expand the incorporation of philosophies and practices of smaller learning communities to better provide personalization and a more conducive learning environment.

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4. Integrate career education to better serve the post-graduation planning needs of students.

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5. Enhance current high school curricula with recommended life skills classes that teach the recommended 21st century skills.

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6. Design and implement a welcome center to provide a consistent transition into the Hilliard City Schools.

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7. Develop learning plans to include academic and behavioral screeners to thoughtfully and purposely place students and meet their individual needs.

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# School Culture/climate

Every school has its own unique school culture and climate that is critical to providing a positive environment conducive to learning, growing and succeeding. The success and productivity of a school building greatly depends on its ability to create a supportive setting in which all students have a voice and mutual respect is an expectation.

The growing diversity in today's schools, combined with the importance of relationship building skills in our global society and the high expectations of future employers, make developing a strong, healthy school culture and climate more important than ever.

# Recommendations

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1. Search for ways to build collaborative relationships with all stakeholders in a school building (students, teachers and administrators) both through positive activities as well as discipline opportunities.

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2. Work with English Language Learner (ELL) students and their families to make them feel more welcome, well-informed and encouraged to become involved.

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3. Capitalize on extracurricular opportunities to increase a culture of school spirit and unity.

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4. Create a tri-high school leadership team consisting of both students and staff members from all three high schools. This team's responsibility would be to create opportunities and activities for intra-district cooperation and unity.

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5. Personalize the school experience for students in Hilliard City Schools through the creation of smaller learning communities focused on specific career pathways.

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# Transitions

Any type of change is challenging. Even adults struggle with change whether it be the start of a new job or moving to a new neighborhood. Yet, schools often ask students to change - from one classroom to another, from one building to another, from one support system to another. And, typically these changes occur with little preparation and as isolated events.

Traditional school structures have promoted change as something that happens at the start of each school year - new students come in; new teachers are assigned; classroom relationships are established; and the learning journey begins.

In contrast, 21st century school structures are focused on transitioning students and families through a well-defined and well-orchestrated process - a process that ensures the academic and social well being of all students and removes the uncertainty that comes with ill-prepared change.

# Recommendations

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1. Examine grade level configurations and registration practices to determine most effective structures and supports for students socially, emotionally, and academically.

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2. Structures need to be identified and implemented to support all stakeholders in the transition from pre-K to the elementary level and from elementary to the middle school experience.

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3. Develop an “individual learning plan” that will follow a student from one building to the next.

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4. Provide a more isolated environment to freshmen, offering ninth grade students a “school within a school” feel that will allow them to adjust and acclimate to the high school setting.

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5. Develop a clear plan for transitioning students beyond graduation that includes authentic assessments and experiences in grades 11 and 12. The transition program must consider and address all post-graduate options available to students.

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# Career Education

The workplace is experiencing a total transformation as the workers of yesterday and today are being replaced by the global workers of tomorrow. And these global workers come with a new kind of skills set – skills beyond the “three Rs.”

Applied skills, those that enable knowledge acquired in school to be transferred to performance in the workplace, are assuming prominence. The “three Rs” are still fundamental to a new worker’s ability to do the job, but applied skills such as teamwork, ethics, and problem solving are now critical to success. Other important applied skills include communication, information technology application, leadership, creativity/innovation, lifelong learning, work ethic, and social responsibility.

Traditionally, career education has been a focus for high school students – not students in elementary and middle school. However, this is an outdated model. Beliefs about careers and the ideals associated with them are formed as early as pre-kindergarten.

Career education at an early age encourages students to form positive self concepts about the role of work and workers in our society.

The most effective career education is embedded in students' learning everyday. Students need to see that what they are learning in school has relevance in their lives. When they become involved in learning how to solve real world problems, they begin to find satisfaction during the creation and production of work. It is through these types of experiences that students begin to identify their strengths, and their future aspirations are nurtured.

## Recommendations

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1. Create opportunities for students to identify individual interests and talents.

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2. Infuse career development into the academic curriculum to promote intellectual development, problem solving, and communication skills.

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3. Teachers and the community work in partnership to provide exposure to various service learning and work experiences.

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4. Create more intentional and purposeful systemic practices in schools to assist students and parents with course selection and career exploration.

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# Leadership

The role of leaders in education is vital to the overall success of any academic institution, today and in the future. However, the dynamics of leadership in the 21st century is changing. The educational leaders of tomorrow will need to be more engaged than ever in the following areas: personalized instruction, fostering productive relationships at every level with all constituents, and creating pools of leadership opportunities to develop greater buy-in with the ultimate goal of more sustainable management.

# Recommendations

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1. Create a culture of leadership development within the district to manage succession and distribute the burden of improvement over the shoulders of many, rather than depending on the talents of a few individuals.

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2. Increase teacher leadership opportunities, particularly as it relates to curriculum and instruction. The role of department facilitators must be more clearly defined and expanded to better address the needs of curriculum and instruction.

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3. Redefine and strengthen the role of the guidance counselor to more specifically address the academic/intervention services, social/emotional needs and wellness of our diverse student population.

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4. Actively recruit and train student teachers with the possibility of full-time employment in mind.

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5. Develop and expand student leadership opportunities so that all students are equipped with the necessary skills to thrive in the 21st century.

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6. Identify and clearly define leadership opportunities for teachers.

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7. Establish expectations for principals to move outside of their respective buildings to participate in district initiatives and collaborate and share with colleagues.

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# Professional Development

Professional development in education by definition is a career-long process in which educators “fine-tune” their teaching to meet student needs. In the 21st century, student needs are changing every day with the evolution of technology and the globalization of the marketplace. The vision of educational progress depends largely on opportunities and resources being available to teachers to learn what they need to know to support the learning needs of all their students.

Teachers of tomorrow will be required to develop new understandings of the content they teach, and then model critical thinking, life skills, problem solving, social skills and work ethic – all skills that have been identified as essential for students in the 21st century. Educators also will need to become more proficient with new information technologies as they evolve to guarantee their students are prepared to work in this digital age. Today, integrated professional development is fundamental to the success of all school systems.

# Recommendations

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1. Increase the amount of time for educators to engage in regularly scheduled professional development.

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2. Expand the role of teacher leaders in all our schools (K-12) to share the load of leadership responsibility, provide growth opportunities for teachers, and improve teaching and learning for our students.

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3. Increase time and opportunity for teachers to collaborate and provide the necessary resources to ensure their effectiveness.

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4. Implement training and programming that will develop teacher self-efficacy and improve teacher quality.

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5. Expand upon the district's current online professional development offerings and create virtual online communities for teachers to engage in collaboration, idea sharing and open discussion.

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6. Recognize generational diversity among the younger and older educators in the schools and provide strategies and programming that support their differing professional development needs.

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# Communications

Strong and effective communication is critical to success in the 21st century. With the technological advances of today and tomorrow, communication is faster, more efficient, easily accessible and certainly further-reaching than at any other time in history. Public schools must not only prepare students to compete and communicate in this new fast-paced digital era, but the schools themselves must be able to communicate effectively and build those all-important relationships that will translate into success for students, teachers, parents and the community as a whole.

## Recommendations:

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1. Communicate with strategy and purpose. The School Community Relations Department is poised to broaden its reach and become even more intentional in its communications and public relations efforts.

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2. Publicly celebrate successes of students and staff.

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3. Provide support to the district's growing number of culturally diverse students through communications efforts.

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4. Model the use of technology throughout the district as a key form of timely, reliable and valuable communication, such as the use of an e-mail mass distribution system or web-based surveys.

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5. Provide appropriate customer service training for all staff members.

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6. Actively evaluate the district's customer service and seek input from the community.

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7. Engage parents of high school students to increase their involvement with the schools and create a more open and welcoming school community.

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8. Evaluate and make necessary modifications to ensure welcoming, efficient and user-friendly entrances and main offices in the school buildings, as well as at special events or programs.

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9. Establish a formal employee recognition program for the district.

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10. Take better advantage of award and recognition opportunities that exist outside of the district.

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11. Celebrate the daily successes of employees through deliberate and meaningful recognition.

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# Business/community Partnerships

The relationship between community and schools is co-dependent. A community is only as strong as its schools; likewise, a school district is only as strong as its community. This relationship is nurtured through interactive opportunities in which the community takes an active role in schools and schools take an active role in the community.

Healthy community and parent partnerships with schools are characterized by the active involvement of students in community activities and organizations; in turn, community members not only assist through donations and monetary support, but are a regular presence in schools, working as volunteers, mentors, and tutors.

The community has a wealth of insight to share regarding best practices for preparing students to enter the 21st century workforce. When schools capitalize on this insight, students are provided opportunities to gain real work experience, and teachers benefit from greater resources. "Educators are not only those who are employed as teachers; the field should be enlarged to include experts from outside the school" (Zhao, 187). Parents, too, are a powerful asset to the school community - as it is through this partnership that students truly recognize and fulfill goals and aspirations.

## Recommendations:

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1. Expand the district's established partnership efforts and strengthen relationships with businesses and the community to provide additional resources to schools and increase student achievement.

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2. Strengthen connections with Tolles Career and Technical Center to better provide students with the opportunity for a career-focused or technical education melded with the core curriculum of the traditional high school.

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3. Implement both a STEM (Science, Technology, Engineering and Mathematics) program and a Project Lead the Way program (a flexible sequence of pre-engineering courses).

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4. Expand the role of the middle and high school guidance counselors to place more emphasis on career path assistance and college preparation.

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5. Develop innovative and expanded methods to strengthen relationships and partnerships with parents and families.

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## Conclusion

The comprehensive 2020 Recommendation Report in its entirety includes findings and recommendation rationale, district current practices, suggested strategies for implementation of the recommendations, and perceived benefits.

The comprehensive 2020 Recommendation Report has been submitted to the Superintendent with the full understanding that this is just the beginning, not the culmination, of the 2020 initiative. The next step is to use this strategic vision in the design and implementation of a 21st century education experience for the students of the Hilliard City School District.





## Short-term Objectives and Strategies

Short term objectives and strategies will be the focus of district work in the immediate future, with anticipated completion by 2014. Many of these objectives have been placed under the district's student achievement goal for 2010 with corresponding strategies for accomplishment.

# Objective 1

To prepare students to thrive in the future, the Hilliard City School District must support students in the acquisition of 21st century skills.

- District staff will collaboratively develop common assessments in the core content areas in order to monitor student progress and achievement around identified learning targets and to provide responsive, differentiated instruction.
- Staff will research grading practices and implications on student achievement while participating in action research relative to student engagement and student achievement.
- Students and staff will be encouraged to explore rigorous learning opportunities through Kenyon Academic Partnership (KAP), ITT Technical Institute, Project Lead the Way (PLTW), Advanced Placement (AP) Courses, Honors Courses, International Baccalaureate (IB), Science/Technology/Engineering/Math (STEM) and identified advanced courses beginning in middle school.
- Fully implement the Response to Intervention Model (RTI).
- New courses of study will reflect 21st century rigor.
- Students will be encouraged to explore national and international measurements (e.g., TIMMS, NAEP, PSAT, SAT, ACT).
- Course offerings will be expanded to include foreign language instruction from economically competitive countries.
- Develop a district K-12 intervention task force comprised of intervention staff (ELL, Related Services, Special Ed., Title, KLIP, Intervention, and Gifted) to develop and provide professional development to staff about intervention strategies and techniques.
- Develop an intervention strategy manual as a resource to teachers needing to develop specific interventions for various learners. Post the manual on the district's Insider for easy access.
- Provide all students with opportunities to identify interest aptitudes and abilities through career assessments (OCIS Jr. / OCIS).
- Administer the EXPLORE assessment to all 8th grade students.
- Introduce middle school students to high school learning pathways and their implication for course selection and career interests.

- Implement a process for students to complete four-year plans for high school course planning.
- Increase the use of social networking (such as eCampus) to provide students with relevant opportunities to develop written and verbal communication skills.
- Incorporate project-based/problem-based learning which involves students in investigative, problem solving, and decision making activities and incorporates real-life challenges.
- Revise district courses of study to reflect new 21st century content and skills as identified by the state of Ohio.
- Establish an annual end-of-year exhibition project initiative, similar to a capstone project, at identified grade levels.
- Introduce the Project Lead the Way curriculum (pre-engineering, bio-medical sciences) in the middle school curriculum.
- Expand opportunities for students to earn high school credit during the middle school years.

## Objective 2

The Hilliard City School District will explore opportunities to develop, expand and nurture relationships with stakeholders for the success of our students and schools.

- Community partnerships will be nurtured by communicating with strategy to inform the public of district needs and available resources.
- A district committee will be formed to identify appropriate customer service expectations for frontline employees.
- Create programs that identify, encourage, and support students in engaging and experimenting with proven leadership strategies.
- Work with parents to interpret career assessment and EXPLORE data so that they can assist their children in getting information about middle and high school courses they will need to take for college or a post-secondary education program.

## Objective 3

In order to meet the diverse learning needs of the students and staff, the district will explore creative opportunities to utilize time and redefine roles of staff.

- The role of guidance counselor will be redesigned to meet the diverse needs of students with a focus on academic/intervention services, social emotional needs and wellness.
- Teacher leadership opportunities will be expanded as it relates to curriculum and instruction by providing time for teachers to informally coach peers and support effective instructional practices.
- Building teams will identify best practices regarding the creative use of time that promote collaborative conversations, peer coaching and the development of assessments.
- Consistent efforts will be made to employ teachers and administrators that reflect the diversity of our student population.
- The role of the guidance counselor will be redesigned to meet the diverse needs of students with a focus on academics, intervention services, and social/emotional/wellness needs.
- A district committee will review and refine the teacher evaluation to more appropriately reflect district expectations and initiatives.
- Implement “instructional rounds” in which groups of staff members visit classrooms using common protocol to identify and discuss best practice.

## Objective 4

### Utilization of Time and Resources

- Explore opportunities to utilize the resources of time, personnel, and facilities outside of the traditional school day and calendar.
- A full-day high school attendance will be implemented for students.
- Assemble a district study group to identify configuration options to best support students (all day kindergarten, K-4 buildings, 5-6 buildings, 6-8 buildings, etc.)



## Long-term Objectives and Strategies

Long term objectives and strategies will be the focus of district work in the next three to five years, as the work progresses and resources become available.

# Objective 1

To prepare students to thrive in the future, the Hilliard City School District must support students in the acquisition of 21st century skills.

- Career education will be infused in the high school curriculum to meet the post graduate planning needs of graduating students.
- Refine the use of Learning Pathways that will link student career interests to the high school four year planning process.
- Individual learning plans will be developed for each student.
- Develop a Welcome Center to support the diverse needs of students new to the Hilliard City School District.
- e-Campus course opportunities will be expanded with the expectation that all secondary students will complete an online course as a requirement for graduation.
- A district committee will collaborate with the LPDC to evaluate the utilization and integration of technology among staff through the IPDP process.
- A greater degree of vertical articulation will occur at transition points among administrators for the discussion of curriculum initiatives and professional development.
- Conduct research and integrate a critical thinking assessment component (the Technology-Rich Environments Project - TRE) in all instructional content areas as a way of assessing the individual student's current level of critical thinking as compared to those on a national and international level.
- Within the classroom setting, the district will achieve a 1:1 ratio of students to personal electronic learning devices (e.g., laptop or handheld device).
- Develop more on-line (screen capture) professional development programs that can be accessed anytime, anyplace.

## Objective 2

The Hilliard City School District will explore opportunities to develop, expand and nurture relationships with stakeholders for the success of our students and schools.

- Develop relationships with businesses to identify employability skills of students.
- Strengthen connections with Tolles to better provide students with the opportunity to meld a career focus or technical education with the core curriculum of the high school.
- Continue to nurture community partnerships by strategically communicating to the public the district needs and community resources.
- Publicly recognize and celebrate the successes of students and staff.
- Define and cultivate relationships with colleges and universities to strengthen the student/teacher program and to recruit excellent teacher candidates.
- Invite people from the outside/business world to evaluate project-based student work.
- Create a district team to research service learning experiences for students throughout their schooling and recommend benchmark years for completion of service learning projects.
- Establish an actively engaged steering committee that includes businesses and educational or community organizations. This committee should review and revise curriculum, interact regularly with the students on challenging projects that reinforce classroom lessons and activities, and provide students, teachers, and administrators with opportunities for work-based learning.
- Create opportunities for K-8 teachers to interact with content specialists and/or members of the community to support their capacity in developing authentic work tasks.

## Objective 3

In order to meet the diverse learning needs of the students and staff, the district will explore creative opportunities to utilize time and redefine roles of staff.

- Teacher leader opportunities related to curriculum and instruction will be increased through systemic training opportunities.
- Responsive professional development will be provided to address the generational differences in teaching among staff.
- Create a “continuation of care” process where the Welcome Center adequately communicates all necessary information to the home school so that a complete picture of the child is understood before the student’s first day.



**HILLIARD CITY SCHOOLS**

Ready For Tomorrow

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