



Hilliard City School District

David Stewart, Superintendent • Melissa Swearingen, Treasurer/CFO

FY2024 Funding Plan to Encompass Student Wellness and Success and DPIA

Identification of Need/Goals/Strategies – Student Wellness & Success Funds

The Hilliard City School District is committed to having our staff create and foster a culture that embraces the “whole child” and enhances student well-being. Our classrooms will continue to nurture a sense of belonging as a daily practice in all grade levels. At the direction of our district’s Director of Wellness, we continue to implement programs and strategies for prevention and support via the district’s mental health teams – including nurses, counselors, social workers and diversity and wellness coaches, in coordination with the Educational Service Center of Central Ohio, the Ohio State University’s Department of Social Work and our local ADAMH Board. We will continue to create awareness of mental health and “it’s ok to not be ok” with both students and staff.

Goals:

- Students will be physically, intellectually, and socially safe.
- Students will access experiences and opportunities aligned to their strengths and interests during and beyond their time in Hilliard Schools.
- Students will be connected to peers, adults, and the curriculum.

Strategies:

- School environments are developed and sustained as places where all are cared for, valued, and respected.
- Rigorous learning opportunities, educational resources, and social support are accessible to all students.
- Evidence- and data-based systems of academic, physical, social, and emotional support are used to meet the individual needs of each student.

Estimated # of students directly/indirectly impacted: 16,300

Ready For Tomorrow

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Plan for the use of the Funds – Allocation: \$1,791,107.00

The Student Wellness and Success funds for FY2024 will be used in the following ways:

- A. *Mental Health Services*: \$845,216 - Funding will be used to provide five staff School Counselors and five Social Workers via ESCCO to support student needs and provide additional behavioral health supports.
- B. *Physical Health Care Services*: \$584,544 - Funding will be used to employ a Nurse and provide eleven Clinic Assistants via ESCCO to facilitate additional healthcare supports during the school day.
- C. *Prevention Services*: \$139,800 – In coordination with, and supported by our Mental Health contract service providers, we will also employ a Teacher Leader-Well-Being. This will provide additional support to students and staff to promote mental wellness. as well as assisting our staff in identifying students at increased risk for substance abuse, and provide students with instruction in suicide prevention.
- D. *Wellness Coordination*: \$224,140 – Employ our district’s Director of Wellness and their Admin Assistant to departmentally support and oversee our Wellness Program – providing coordination over the selection, planning and implementation of district wellness initiatives, facilitating support from our community partners, and plan for the use of all forms of funding sources available earmarked for Wellness to promote our goals and initiatives. The Director also assists staff in identifying student and family needs, engages and collaborates with district teams and administrators to implement programming and provide supports for both students and staff.
- E. *Family Engagement and Support*: \$149,100 - The district will employ a Community & Equity Coordinator to provide additional supports to families and students including facilitating effective communication in all languages, support incoming students through our district’s Welcome

Center, and providing opportunities for engagement related to curriculum, skills and student needs.

Identification of Needs/Goals/Strategies – DPIA Funds

As we strive to educate the “whole child”, we work to develop a curriculum that clearly relates to the lives of students. To that end, we target our curriculum to the elementary, middle, and high school levels. Our staff members develop our courses of study based on Ohio’s Learning Standards. Our district has a strong literacy curriculum that includes a comprehensive system of intervention and support for students. The district offers professional development for teachers, researches best practices for teaching standards, and makes data-driven decisions that enable all students to become capable readers. The district will continue its efforts to meet the needs of every student and to ensure they are able to thrive in the 21st century.

We embrace the diversity of Hilliard City Schools and tailor our instructional practices to meet the needs of all the students we serve. We place a heavy emphasis on literacy that is designed to include the language arts, mathematics, fine arts, and performing arts. We use various instructional models to facilitate learning as well as allow teachers to get to know students and their needs. We provide access to additional resources for our students, including with the Columbus Public Library and the ESC of Central Ohio.

Goals:

- Students will raise all district component grades to four stars or higher as indicated on the state report card by the end of the 2023-24 school year.
- Students will access experiences and opportunities aligned to their strengths and interests during and beyond their time in Hilliard Schools.
- Students will be connected to peers, adults, and the curriculum.
- Students will meet or exceed expected grade-level benchmarks on local and state assessments and display independence and responsibility for their learning.
- Staff will provide purposeful quality teaching and learning, strong individualized standards-based instruction, and intentional interventions

and enrichment, based on knowledge of students' academics, interests, and mindsets, to build specific content knowledge and skills.

Strategies:

- School environments are developed and sustained as places where all are cared for, valued, and respected.
- Rigorous learning opportunities, educational resources, and social support are accessible to all students.
- Evidence- and data-based systems of academic, physical, social, and emotional support are used to meet the individual needs of each student.
- Substantive, specific, and timely feedback is given to support the learning of every student.
- Student needs are met by analyzing student learning and thinking, anticipating obstacles, and personalization of instruction and intervention.
- Instructional design reflects students' experience, culture, and developmental characteristics and provides engaging opportunities for students to demonstrate learning and thinking.

Estimated # of students directly/indirectly impacted: 16,300

Plan for the use of the Funds – Allocation: \$474,102.21

The Disadvantage Pupil Impact Aid funds for FY2024 will be used to support established initiatives/activities in the following ways:

- A. *Reading Improvement and Intervention:* The district employs fifteen Reading Intervention teachers to provide additional support to improve student achievement and reduce reading disparities. We also utilize the 95/Phonics Reading curriculum support in all 24 District buildings.