



THE 2023-2028
STRATEGIC PLAN





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HILLIARD CITY SCHOOLS

I am thrilled to announce a significant milestone in our ongoing journey toward educational excellence – the launch of our next strategic plan. This document is the culmination of tireless dedication, collaborative effort, and thoughtful input from a wide range of stakeholders.

Over the past year, an internal group comprising teachers, principals, and central office staff worked diligently to craft a comprehensive roadmap for the future. The North Star, throughout this process, was the invaluable input of almost 300 community members who joined together to create the district’s Portrait of a Learner.

Our Portrait of a Learner is not just a document; it is a collective vision that represents the aspirations, values, and expectations we hold for every student. This collaborative effort has been a testament to the strength of our community, and I extend my heartfelt gratitude to all who contributed to shaping the foundation of our educational philosophy.

As we unveil our strategic plan, it is crucial to underscore its overarching mission – to ensure that every student, without exception, is Ready for Tomorrow. The plan is meticulously designed to bring to life the core tenets of our Portrait of a Learner, emphasizing the development of Resilient Learners, Self-Advocates, Critical Thinkers, Empathetic Citizens, and Purposeful Communicators.

Throughout the document, you will find the district’s strategic priorities intricately woven into the fabric of each goal and initiative. These priorities reflect our commitment to fostering well-rounded individuals who not only excel academically but also possess the skills and qualities necessary to navigate an ever-evolving world.

I invite you to delve into the pages of our strategic plan, as it serves as a compass that will guide our collective efforts in the years ahead. Together, we will continue to nurture an educational environment that empowers our students to meet the challenges of tomorrow with confidence, resilience, and a deep sense of purpose.

Thank you for your unwavering support and commitment to the success of every learner in our district. As we embark on this exciting journey, let us forge ahead with the shared belief that education is the key to unlocking the boundless potential within each and every one of our students.

With gratitude and anticipation,



DAVID STEWART
Superintendent



MISSION, VISION, BELIEFS, AND PURPOSE

MISSION

Hilliard City Schools will ensure that every student is Ready For Tomorrow.

VISION

Hilliard City Schools will Embrace, Empower, and Inspire students, families, and the community in an active partnership.

BELIEFS AND PURPOSE

- The purpose of the Hilliard City School District is to enable students to become productive citizens in an ever-changing world by providing them with quality work.
- Quality work is meaningful, engaging, challenging, compelling, and satisfying; and causes students to acquire knowledge and skills valued by both students and the community.
- Students and their work are the focus of all school activities.
- To develop all students' potential, the Hilliard City School District will strive to provide them with quality work in a safe and caring environment.
- The district will guide students in the pursuit of excellence in knowledge and skills and prepare them to become productive citizens in a democratic society.
- The district will provide ongoing professional development for all staff, quality facilities, rich and abundant materials and up-to-date equipment essential to continuous student improvement.
- A student's value system begins with the family.
- Partnerships between home, school, and community are essential to student success.

PROCESS

Hilliard City Schools community members, staff, and students, in conjunction with district leadership, developed our Portrait of a Learner, which serves as the vision for our strategic plan. This process began in fall 2022 and concluded in winter 2023. This process had almost 300 stakeholders participate. We conducted a current state analysis to acquire a balanced portrayal of our present reality and identified priorities that will help our Portrait come to life. From these priorities, we established goals and strategies through an iterative vetting process, constantly using stakeholder feedback to guide their development.



PREPARE

Identify stakeholder participants and establish timelines, tasks, and logistics. (Fall 2022)



ENVISION

Discuss our shared hopes, dreams, and aspirations for all our students. (Fall 2022)



INQUIRE

Explore our current state and desired state in light of our Portrait of a Learner vision. (Spring 2023)



DESIGN/DEVELOP

Determine the goals and objectives going forward to bring our Portrait of a Learner to life for every student. (Summer 2023)



IMPLEMENT/SUCCEED

Build capacity and resources systemwide to bring the Portrait of a Learner vision to life and measure progress. (Fall 2023)



HILLIARD CITY SCHOOLS PORTRAIT OF A LEARNER



Every student, without exception.



RESILIENT LEARNERS

Respond productively to change, and demonstrate agility in thought and actions. Possess the desire to learn, unlearn, and relearn in order to foster curiosity and creativity, explore new ideas, and grow through both success and failure. Transfer and apply learnings from diverse experiences.



SELF-ADVOCATES

Recognize the importance of physical, mental, social-emotional, and digital wellness. Focus on building a healthy self-image and self-esteem that allows for the pursuit of individual goals.



CRITICAL THINKERS

Gather, analyze, and evaluate information and ideas to think deeply, develop innovative solutions to problems, and make informed decisions.



EMPATHETIC CITIZENS

Demonstrate global awareness and respect, and act with concern and compassion for the unique perspectives, experiences, and cultures of all.



PURPOSEFUL COMMUNICATORS

Speak and write with clarity. Listen actively to decipher meaning including knowledge, values, attitudes, and intentions to collaborate with others effectively.



STRATEGIC PLAN GOAL OVERVIEW

GOAL 1: STUDENT LEARNING

The Hilliard City School District will cultivate deep thinking and learning for every student, without exception, through the intentional design of engaging environments, experiences, and communities of learning.

GOAL 2: TALENT ACQUISITION, DEVELOPMENT, AND RETENTION

The Hilliard City School District will attract, professionally develop, and retain innovative and diverse talent committed to our district's mission and success.

GOAL 3: FAMILY ENGAGEMENT AND STUDENT WELL-BEING

The Hilliard City School District will create a nurturing, inclusive learning environment that fosters student connections, prioritizes holistic development, and empowers self-advocacy so every student feels valued and can thrive.

GOAL 4: TECHNOLOGY

The Hilliard City School District will maintain a technologically advanced, agile, and engaging learning environment.

GOAL 5: STUDENT EXPERIENCES AND COMMUNITY PARTNERSHIPS

The Hilliard City School District will ensure students have access to high-quality experiential learning opportunities and community partnerships that enrich their education.

GOALS, OBJECTIVES, THEMES, AND RECOMMENDATIONS

GOAL 1: STUDENT LEARNING

The Hilliard City School District will cultivate deep thinking and learning for every student, without exception, through the intentional design of engaging environments, experiences, and communities of learning.

OBJECTIVE 1A: FOUNDATION FOR SUCCESS

Ensure all students have the foundational skills that will empower them to take ownership of their continuous growth as learners prepare to navigate real-world complexity.

THEMES

- **Foundational Skills:** Ensure every student demonstrates foundational academic skills.
- **Empowering Portrait of a Learner Competencies:** Develop skills and mindsets that foster Purposeful Communicators, Empathetic Citizens, Resilient Learners, Critical Thinkers, and Self-Advocates.

RECOMMENDATIONS

- Equip all learners with executive functioning skills that they can access when working through barriers to learning.
- Develop cohesive systems of support to ensure all students are on track to graduate by meeting or exceeding high academic standards.
- Provide access to high-quality rigorous content (academic programming and resources for all students).
- Implement grade-level readiness checks in literacy and mathematics (ex. Grade 3, 5, 9, 10).
- Provide opportunities for students to demonstrate Portrait of a Learner competencies throughout the PreK-12 journey.





OBJECTIVE 1B: GRADUATE READY – NAVIGATING POST-SECONDARY HORIZONS

Ensure that every student will be prepared for enrollment into higher education, employment, enlistment into the military, or entrepreneurship.

THEMES

- **College and Career Readiness:** Equip every student to graduate ready for a wide range of post-secondary options. Promote adaptability and critical thinking necessary for success beyond PreK-12.
 - **Ready for Tomorrow:** Crafting Pathways to Success – Foster a high-performance, rigorous learning culture focused on achievement and engagement. Design innovative learning experiences tailored to the needs of each learner.
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RECOMMENDATIONS

- Build awareness of careers in grades K-5.
- Enable career exploration in grades 6-8.
- Begin planning around future careers in grades 9-12.
- Increase access to experiential learning opportunities such as internships, pre-apprenticeships, co-ops, mentorships, and other work-based learning experiences.
- Increase opportunities to earn Advanced Placement and/or college credit.
- Structure programming to ensure access to necessary graduation seals and industry-recognized credentials.
- Explore the possibility of establishing an ROTC program for high school students.

OBJECTIVE 1C: COMPREHENSIVE CURRICULUM FOR LIFELONG LEARNERS

Deliver a well-rounded, evidence-based curriculum that inspires students to unlock their full potential.

THEMES

- **Curriculum, Learning, Assessment:** Provide balanced, research-based instruction inspiring students to reach their potential. Ensure students are self-directed, confident, and adaptable to achieve their goals. Facilitate learning grounded in high expectations, care networks, and student interests.
 - **Communication of Learning:** Design varied opportunities for students to have choices in the demonstration of their understanding and interests to an authentic audience.
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RECOMMENDATIONS

- Conduct an audit of current programming and instructional practices for academic and post-secondary readiness.
- Develop a review cycle to ensure programs and courses are relevant to industry and student interest.
- Implement professional practices that challenge and engage every student.
- Examine opportunities to embed industry-recognized credentials.
- Align electives to student interest.
- Conduct an analysis of current course offerings, including online courses, and identify opportunities to expand course offerings that provide multiple learning models from which students can learn (Ex. integrated courses, blended learning courses, online courses).
- Increase opportunities for STEM/STEAM learning.





OBJECTIVE 1D: UNLOCKING POTENTIAL

Provide equitable access to instruction, intervention, programs, and resources that result in success for all students.

THEMES

- **Closing Gaps:** Eliminate opportunity and access gaps through proactive measures.
 - **Support Systems:** Develop academic support systems for student achievement. Implement practices that support and develop assessment-capable learners, who have multiple opportunities to demonstrate understanding and skills through a variety of evaluative experiences.
 - **Personalization:** Support each student to achieve their best through personalized structures.
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RECOMMENDATIONS

- Conduct an analysis of Pre-Kindergarten and Kindergarten programming, staffing, resources, and outcomes to identify necessary early interventions to respond to the needs of students.
- Conduct an analysis of student support systems to ensure students' exceptional needs are met through the implementation of an effective resource model.
- Conduct an analysis of student support systems to ensure multilingual students' needs are met through the implementation of an effective resource model.
- Conduct an analysis of gifted programming to identify and implement recommendations for future programming.
- Conduct a time analysis to identify time and space for effective Multi-Tiered Systems of Support responsive to student needs at all levels.
- Implement a robust Multi-Tiered Systems of Support process designed to support students at key transition points with personalized plans for academic, attendance, and behavioral needs.
- Implement a curriculum for each content area that aligns with current Ohio Learning Standards, embeds research and evidence-based practices, leverages student interest and real-world application, responds to student data, and embeds high-quality instructional materials.
- Conduct a comprehensive audit of the district's assessment system to identify opportunities for professional learning as well as the development and implementation of formative and summative assessments that align with grade-level expectations and communicate a student's level of mastery at various points during the learning cycle.
- Investigate non-traditional assessment models where the demonstration of learning is driven by student design.

OBJECTIVE 1E: ENGAGED LEARNERS, THRIVING CULTURE – FOSTERING STUDENT ENGAGEMENT

Balance personal interests, enrichment activities, and lifelong learning to create a dynamic learning environment that captures and sustains student interest.

THEMES

- **Lesson Design:** Develop lessons that promote real-world problem-solving and the development of the Portrait of a Learner competencies.
 - **Learning Environment:** Create a dynamic learning environment, in collaboration with students, that captures and sustains the interest of all students.
 - **Student Experience:** Design learning experiences that build on student cultures, assets, and interests. Provide access to engaging, relevant, and rigorous learning that promotes deep thinking.
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RECOMMENDATIONS

- Incorporate problem/project-based unit design into the curriculum review process.
- Provide professional development to K-12 teachers to ensure they are equipped to design project and problem-based learning experiences for students that capture the competencies of the Portrait of a Learner.
- Leverage the information available through a balanced assessment system to reflect and self-assess, inform future learning, and identify necessary supports throughout one's educational journey.





GOAL 2: TALENT ACQUISITION AND DEVELOPMENT

The Hilliard City School District will attract, professionally develop, and retain innovative and diverse talent committed to our district's mission and success.

OBJECTIVE 2A: EMPLOYEE RECRUITMENT

Enhance and optimize talent acquisition and recruitment processes to cultivate a diverse and high-quality professional workforce in alignment with the Portrait of a Learner.

THEMES

- **Partnerships:** Engage with higher education institutions and foster relationships with students majoring in education-related degrees early in their educational journey. Cultivate the cohort of Academy EDU students and maintain connections beyond graduation.
- **Equity-Centered Hiring Practices:** Create inclusive interview practices and revise application questions to support the Portrait of a Learner. Train district hiring teams in bias-free hiring practices. Endeavor to create a workforce (certified, classified, administration) that is reflective of the community we serve.
- **Relationship Building:** Create recruiting teams to go to colleges, host Employee Fairs, and develop recruiting and marketing materials. Strengthen relationships with educational institutions, potential candidates, and the broader community.
- **Strategic Hiring:** Create an annual recruiting timeline to ensure that recruitment efforts are well-planned, timely, and aligned with the district's overall goals and objectives.
- **Innovative Recruitment:** Utilize technology and social media to advertise job openings. Leverage modern tools to reach a broader audience and attract top talent.
- **Talent Acquisition and Retention Coordination:** Review staffing structures and focus on streamlining and improving the efficiency of the hiring process. Coordinate recruitment and retention activities and ensure a cohesive and organized approach.

RECOMMENDATIONS

- Revise application questions to support the Portrait of a Learner.
- Update roundtable interview process.
- Create bias-free interview practices to hire candidates (resume reviews).
- Train district leaders in bias-free hiring.
- Evaluate the use of the Teacher Insight requirement.
- Hire a Talent Acquisition and Retention Coordinator.
- Create a recruiting team to go to colleges to build relationships.
- Create an annual recruiting timeline.
- Host Employee Fairs at HCS.
- Implement strategies to better support student teachers and identify potential teaching candidates.
- Continue to utilize technology and social media to advertise job openings.
- Consider incentives for hard-to-fill positions.
- Create a cohort of Academy EDU students and continue beyond graduation.
- Develop recruiting and marketing materials that portray the qualities and competencies of the Portrait of a Learner.
- Regularly review all job titles and job descriptions.





OBJECTIVE 2B: EMPLOYEE DEVELOPMENT

Deliver continuous and customized professional development to enhance student achievement and cultivate the human capital essential for sustained growth and efficacy among all staff members.

THEMES

- **Mentorship:** Establish a commitment to a sustained and impactful mentorship. Emphasize the importance of nurturing long-term relationships between mentors and mentees, providing stability and support throughout the critical early years of an educator's career.
- **Leadership Development:** Create opportunities for all employees to ascend into leadership roles, fostering a more representative organizational culture.
- **Continuous Professional Growth:** Leverage technology to provide accessible and engaging resources for professional development, ensuring that educators have ongoing opportunities for learning and skill enhancement, earning continuing education units (CEUs) in the process.
- **Intentional Classified Staff Development:** Emphasize the need for tailored professional development programs that address the unique needs and contributions of classified staff, ensuring they receive the necessary training for professional growth.

RECOMMENDATIONS

- Expand RESA mentor stipends to cover two years.
- Leverage existing platforms to create easily accessible professional development opportunities for all staff.
- Promote an inclusive workplace culture where all employees are valued and respected.
- Train all employees on how to build culturally affirming spaces for staff.
- Research onboarding practices of other school districts to redesign induction week.
- Redesign the onboarding orientation of classified staff members.
- Explore ways to redesign Hilliard U to increase professional learning of all staff.
- Create a Hilliard U committee to collaboratively plan activities that support the professional development needs of all members.
- Implement a professional development plan for classified and support staff.
- Create a digital onboarding orientation for substitute staff positions.
- Create a new hire administrator professional development and support group.

OBJECTIVE 2C: EMPLOYEE RETENTION

Promote an organizational culture that encourages a collaborative and inclusive workplace environment, prioritizing continuous improvement, safety, well-being, and job satisfaction for all members across the district's various levels.

THEMES

- **Well-Being Initiatives:** Establish comprehensive support systems for both physical and mental well-being. Emphasize the importance of a healthy work environment that prioritizes the overall health and wellness of all staff members.
 - **Recognizing and Celebrating Excellence:** Enhance recognition and reward programs to acknowledge and celebrate the achievements of employees at both district and building levels.
 - **Continuous Feedback Process:** Solicit ongoing feedback from current and departing staff.
 - **Innovative Employee Benefits:** Explore non-traditional benefits to attract and retain top talent.
 - **Inclusive Workplace Culture:** Promote a sense of belonging for every member of the organization.
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RECOMMENDATIONS

- Foster the development of Employee Resource Groups (ERGs) to create a sense of belonging and provide ongoing support for employees.
- Explore support systems for the physical and mental well-being of staff.
- Enhance recognition and reward programs to acknowledge and celebrate employees within the district and individual buildings.
- Create a centralized exit process requiring feedback from employees.
- Promote and celebrate cultural and diversity-related topics regularly throughout the school year.
- Explore non-traditional benefits for our employees (in-house child care, workout facility, scholarships, well-being center for employees).
- Host periodic staff pulse listening interviews to “check the pulse” and gather insight about staff workplace experiences.



GOAL 3: FAMILY ENGAGEMENT AND STUDENT WELL-BEING

The Hilliard City School District will create a nurturing, inclusive learning environment that fosters student connections, prioritizes holistic development, and empowers self-advocacy so every student feels valued and can thrive.

OBJECTIVE 3A: HEALTHY

Collaborate with students, parents, and the community to promote the health, wellness, and learning potential of each student.

THEMES

- **Comprehensive Health and Wellness Ecosystem:** Emphasize a comprehensive approach to student well-being to address physical and mental health needs and provide a wide range of support services to students.
 - **Health and Well-Being Education:** Integrate health and well-being into professional development, curriculum, and assessment practices.
 - **Wellness through Physical and Nutritional Initiatives:** Encourage students to engage in physical exercise and foster habits that contribute to their overall well-being.
 - **Stress Management:** Recognize the toxic effects of stress on students and educate all students on stress management and coping skills.
 - **Digital Well-Being:** Provide a balanced digital diet throughout a student's school day, recognizing the impact of technology on mental well-being and seeking to create a healthy digital environment for learning.
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RECOMMENDATIONS

- Continue to expand opportunities to provide wrap-around services, especially for vulnerable youth populations.
- Seek opportunities to integrate health and well-being for students into the learning experience.
- Promote extracurricular sports and physical activities to promote a healthy and active lifestyle.
- Promote healthy eating habits through educational programs and initiatives.
- Expand efforts around substance abuse prevention.
- Provide stress management and coping skills training for all students.
- Explore partnerships with parents and health care providers to increase access to healthcare.



OBJECTIVE 3B: SAFE

Ensure that students are equipped with the skills, knowledge, and behaviors that promote a healthy and safe learning environment.

THEMES

- **Accessibility and Inclusion:** Ensure that all students and their families have equitable access to opportunities.
 - **Social and Emotional Development:** Equip students with the necessary skills and mindsets for engagement both within and beyond the classroom.
 - **Physical Safety:** Continue to collaborate with the Joint Safety Task Force to implement safety enhancements in all school facilities.
 - **Restorative Practices and Trauma-Informed Approaches:** Utilize restorative and trauma-informed practices to support students' well-being.
 - **Bullying Prevention and Respectful Environment:** Expand anti-bullying programs and policies to ensure a safe and respectful school environment.
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RECOMMENDATIONS

- Complete a district-wide ADA audit to meet the needs of both students and families.
- Implement additional physical safety enhancements at every building to better control and monitor visitor access.
- Create culturally responsive and inclusive learning environments in which all students feel valued and act as empathetic citizens.
- Bring awareness and sensitivity to local, national, and world events and how they impact our school community.
- Implement restorative practices with fidelity in grades PreK-12.
- Expand anti-bullying programs and policies to ensure a safe and respectful school environment.
- Conduct a fidelity inventory of PBIS to ensure effective implementation.
- Train all staff in restorative practices.
- Train all staff in trauma-informed practices.
- Provide an efficient and effective system to gather and analyze building and district behavior data.
- Review behavior data quarterly as a district and within schools.
- Ensure students have a variety of safe options for recreational and cultural activities outside of school.

OBJECTIVE 3C: ENGAGED

Foster and enhance meaningful collaboration and involvement between families and schools to create a positive and supportive educational environment for students.

THEMES

- **Empower and Engage Families:** Expand the scope and frequency of family engagement efforts to create a vibrant and inclusive community atmosphere.
- **Communicate and Connect:** Implement targeted strategies to improve two-way communication with all families, eliminating barriers to stakeholder engagement.

RECOMMENDATIONS

- Engage and support families and the community through multi-generational learning, bilingual liaisons, and access to all district documents for multiple languages.
- Complete a communication audit to allow for better connection, especially with multilingual families in and beyond our EL-identified students to increase stakeholder engagement.
- Host family workshops and training (navigating the education system, providing learning support at home, Parent U, etc.).
- Create a seamless and user-friendly experience for families, enabling them to easily access information and engage with the district online.
- Create in-person and virtual opportunities that are representative of the community demographics through which families learn together including (but not limited to) connections with workforce development programs, guest speakers, and interactive workshops.
- Connect families with outside resources to support their student's learning, including social services, translation services, and community partners.
- Provide opportunities for families to engage meaningfully with their child's learning in school and at home through conferencing, after-school events, and volunteer opportunities.
- Evaluate and audit methods of communication with families and the community to develop deeper connections between the district and surrounding entities.
- Establish family focus groups to gain insight and feedback on effective family partnerships.



GOAL 4: TECHNOLOGY

The Hilliard City School District will maintain a technologically advanced, agile, and engaging learning environment.

OBJECTIVE 4A: INTEGRATION OF EDUCATIONAL AND EMERGING TECHNOLOGIES

Integrate educational and emerging technologies into our curriculum, fostering innovative learning environments that empower students to thrive in the information age.

THEMES

- **Learning Platforms and Management Systems:** Build and support platforms and systems.
- **Personalized Learning:** Utilize technology to assist in tailoring instruction and feedback to meet the needs of diverse learners.
- **Accessibility and Inclusivity:** Leverage technology to make learning available and engaging to all students.
- **Funding for Technology and Innovation:** Intentional focus to support future-forward learning through technology.
- **STEM Learning:** Cultivate and support relevant STEM learning opportunities and resources.
- **Professional Development:** Empower teachers to integrate transformative technologies that foster creativity, collaboration, and critical thinking, ultimately enhancing student engagement and educational outcomes.

RECOMMENDATIONS

- Integrate cutting-edge digital learning platforms and management systems to enhance the quality and accessibility of education.
- Evaluate and integrate useful emerging technologies such as virtual reality (VR), augmented reality (AR), and artificial intelligence (AI) to enrich the learning experience.
- Create conditions where all staff and students are aware and think about accessibility and inclusivity when selecting new technologies to develop learner autonomy and increase engagement.
- Consider “innovation grants” for teachers proposing promising experimental ideas, tools, or learning formats to support reasonable risk-taking.
- Customize and individualize student learning by leveraging online and interest-based programming, differentiation within the classroom, and meaningful engagement strategies.
- Implement ongoing professional development programs for all staff that integrate technology and mentorship to ensure proficiency in essential systems, align with district goals, promote professional certifications, and establish a feedback loop.
- Build an infrastructure to allow educators to connect with other educators across the district and in other districts to share innovative practices.
- Provide training and support for educators to effectively use and integrate technology in their teaching methods.
- Research a comprehensive digital curriculum (i.e., purchased or developed in-house) with content and resources that align with educational standards, promoting interactive and engaging learning experiences.

Ready For Tomorrow



OBJECTIVE 4B: INFRASTRUCTURE AND CONNECTIVITY

Enhance infrastructure and network connectivity within our school community, providing reliable access to digital resources and fostering a seamless learning environment for all stakeholders.

THEMES

- **Network Infrastructure:** Maintain a current and effective network.
 - **Cybersecurity:** Continuously monitor cyber threats and implement protections.
 - **Device Access:** Provide and maintain devices for staff and students.
 - **Connectivity:** Implement opportunities to minimize the digital divide.
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RECOMMENDATIONS

- Upgrade and maintain robust and reliable network infrastructure to ensure high-speed internet connectivity in all schools.
- Sustain and adapt to a continuously changing online landscape to provide cybersecurity measures that safeguard sensitive student and staff information, ensuring a secure and trusted digital learning environment.
- Fully implement all CIS Critical Security Controls.
- Enable MFA (Multi-Factor Authentication) on all systems with personally identifiable information.
- Implement a fully automated staff and student account management system for onboarding and offboarding.
- Move toward a password-less environment that uses other methods of authentication.
- Maintain a 1:1 program, ensuring every student has access to a personal computing device for a seamless and personalized learning experience.
- Regularly evaluate the use and requirements of user devices to accommodate current and future needs.
- Continue to partner with the City of Hilliard to implement strategies to bridge the digital divide, providing support and resources for students and families with limited access to technology.



OBJECTIVE 4C: DATA-DRIVEN DECISION-MAKING

Promote data-driven decision-making practices across all facets of our educational institution, leveraging insights to improve student outcomes, instructional strategies, and resource allocation.

THEMES

- **Use of Analytical Data:** Effective leaders rely on analytical decision-making processes that carefully gather and evaluate relevant data before making major choices impacting an organization.
- **Data Management:** Maintain effective practices and standards to manage the flow of data in and out of systems.
- **Data Analytics Framework:** Develop a framework to follow when collecting, integrating, and analyzing data.
- **Artificial Intelligence (AI):** Use AI technologies to enable more sophisticated analysis of vast amounts of data to uncover actionable insights and guide optimal choices.
- **Data Governance:** Implement processes and security practices to maintain the viability of data within district systems.

RECOMMENDATIONS

- Support and encourage teachers to utilize data analytics to make informed decisions and continuously improve educational outcomes.
- Maintain consistent and well-managed data integration systems that safely manage and synchronize information systems across all platforms.
- Continue to research data systems that reduce the amount of data input by staff in order to increase the time spent on data analysis and planning.
- Establish robust data governance and security measures to maintain data integrity and compliance.
- Design and develop a sophisticated artificial intelligence model capable of processing and analyzing large volumes of structured and unstructured data.

OBJECTIVE 4D: COMMUNITY ENGAGEMENT

Establish communication channels that engage parents, community members, business partners, and industry stakeholders to effectively increase access to student opportunities as well as influence district practices.

THEMES

- **Informational Communication:** Establish effective communication expectations and channels to keep parents, guardians, and the community informed and involved.
 - **Integrated Communication Platform:** Utilize one effective communication system to share district information and also allow for interaction when appropriate.
 - **Partnerships:** Develop effective and productive business partnerships that foster real-world experiences for students.
 - **Industry Partner Collaboration:** Establish and maintain effective working partnerships with successful high-tech companies and institutions of higher education.
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RECOMMENDATIONS

- Merge multiple communication platforms into one single system that effectively allows staff, students, and parents to communicate in the mode and language of their choosing.
- Partner with high-tech companies and higher education programs to bring the latest technology, innovative practices, and thinking to students through guest lectures, internships, co-ops, pre-apprenticeships, mentorships, etc.
- Continue to visit innovative organizations and companies.
- Create an advisory team of industry partners and experts to stay updated on technological advancements and incorporate relevant innovations into the curriculum.



GOAL 5: STUDENT EXPERIENCES AND COMMUNITY PARTNERSHIPS

The Hilliard City School District will ensure students have access to high-quality experiential learning opportunities and community partnerships that enrich their education.

OBJECTIVE 5A: EXPERIENTIAL LEARNING AND STUDENT EMPOWERMENT

Empower learners through innovative experiential learning opportunities that promote the district's Portrait of a Learner competencies.

THEMES

- **System Transformation:** Systematically audit, refine, and expand educational structures and programs to provide diverse experiential learning opportunities for all students.
 - **Lifelong Learning Empowerment:** Tailor learning experiences from Kindergarten to graduation to instill creativity, curiosity, inquiry, and critical thinking to solve real-world problems through hands-on, minds-on project/problem-based learning opportunities.
 - **Pathways through Graduation:** Create pathways through graduation that prepare students for enrollment, enlistment, employment, and/or entrepreneurship.
 - **Comprehensive Career and College Readiness:** Develop awareness, explore interests, and offer a range of elective options, industry-recognized credentials, and experiential learning tailored to specific post-secondary opportunities.
 - **Future-Focused Innovation:** Implement innovative structures and programs aligned with emerging trends in education and industry.
-

RECOMMENDATIONS

- Audit existing structures, programming, initiatives, and experiences to identify gaps, possibilities for de-implementation, potential redundancies and inefficiencies, and opportunities for growth and expansion of access.
- Empower learning in Pre-Kindergarten through 5th grade through exposure to opportunities that spark creativity, curiosity, and critical thinking; empower learning in the middle grades through exploration of post-secondary opportunities aligned with student interests and skills; empower learning in high school through engagement in opportunities aligned to pathways through graduation.
- Leverage existing resources and identify opportunities for efficient implementation to provide equitable access to experiential learning opportunities in and out of the school setting.
- Examine opportunities for potential growth, increased representation, and improved responsiveness to student needs including (but not limited to) expanded Innovation Discovery Center zones, middle-level/high school electives and exploratory options, high school J term, after-school enrichment experiences, magnet programming, reconceptualized Innovative Learning Campus opportunities, college credit, AP/IB programming, honors diplomas, industry-recognized credentials, licenses and/or certifications aligned with post-secondary plans.
- Establish enrollment, employment, enlistment, and entrepreneurial (4 E's) pathways through graduation and facilitate student exploration of interests and aspirations to enable informed decision-making about future academic and career paths while empowering confidence and a disposition that every student can and will achieve success.
- Cultivate and personalize human-centered design processes to promote the necessary skills (i.e., STEM, develop creative abilities, coachability, knowledge synthesis, computational thinking through interdisciplinary, real-world projects, increase career awareness, exploration, and planning) students will need to thrive in a future job market that is yet to be determined.



OBJECTIVE 5B: COMMUNITY PARTNERSHIPS

Leverage partnerships to connect students to real-world learning experiences.

THEMES

- **Forge formal public and private partnerships:** Forge formal partnerships that contribute to enhancing student experiential learning.
- **Experiential Learning:** Develop internships, co-ops, pre-apprenticeships, mentorships, and work-based opportunities.

RECOMMENDATIONS

- Forge formal partnerships with local, national, and global businesses, industry associations, community organizations, universities, and the career technical planning district and create mutually beneficial agreements that outline how each partner will contribute to enhancing student experiential learning.
- Develop and support a robust experiential learning suite of internships, co-ops, pre-apprenticeships, mentorships, and post-secondary apprenticeships by leveraging a partnership network to connect learners to industry experts and experiential learning opportunities.
- Partner with public and private enterprises, community members, and neighboring districts to embed opportunities within and beyond the school day that provide students with experiential learning aligned to pathways through graduation.
- Utilize an alumni tracking system to gather feedback, develop networks, cultivate relationships and partnerships, and monitor post-secondary placement through graduation (i.e. college and major, career area of employment, military, etc.) in support of learning beyond graduation.

OBJECTIVE 5C: TIME AND SPACE

Rethink learning environments and schedules to promote innovation and collaboration.

THEMES

- **Spaces/Environment:** Reconceptualize purposeful flexible learning environments that facilitate innovation and collaboration.
 - **Time/Schedules:** Rethink how and when students access, engage, and express their learning.
-

RECOMMENDATIONS

- Redesign existing structures and classroom environments to promote collaboration, visible learning, and vertical and horizontal thinking spaces.
- When the opportunity presents itself to buy or build a facility, provide more open-concept and flexible learning environments.
- Leverage the community as an expanded learning classroom/environment (i.e. having classes in local businesses, experiential learning, etc.).
- Consider modifying schedules to meet the needs and demands of our learners.



ACKNOWLEDGMENTS

Thank you! We are grateful to the students, teachers, administrators, Board of Education members, parents, and business and community leaders who collaborated with us to develop our Portrait of a Learner and Strategic Plan.

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