



MEETING NOTES

Meeting Notes are not official until voted on by the Board of Education at its following Regular Meeting.

1. The meeting was called to order at 6:30 p.m.
2. Members present: Mrs. Crowley, Mrs. Long, Mrs. Murdoch, Mr. Perry, and Mr. Vorst
3. The Pledge of Allegiance to the Flag
4. The Board of Education adopted the agenda as presented.
5. Hilliard Library Presentation - Patrick Losinski

Good evening, everyone. I'm Pat Losinski, the CEO of the Columbus Metropolitan Library and of course, our Hilliard branch, which does amazingly well here in Hilliard. We are going out and visiting the ten school districts that make up the Columbus Metropolitan Library. As you know, we serve children in all our locations, particularly in the out-of-school time, which we define as preschool, after school, weekends, and summer. So, we're just going out to our partners in the ten districts just to give a quick reminder of some of the services that we offer.

I'm not doing a high-tech or PowerPoint tonight. I'm going to be respectful of your time. You have a folder in front of you, and if you were to open that up on the right-hand side, you'd see a packet that is stapled. It has five pages, and what you see there in the first one is a list of the programs that we offer called kindergarten readiness. That's something that goes on all summer long, where we're hiring kindergarten teachers to work in those programs in the library.

If you look at pages two, three, and four, these are the electronic resources that we have available for elementary, middle, and high school. Those resources are available to the students, teachers, and parents as they're helping students with homework and the like. Those are available 24/7. We don't pay more if you use them. And in the same way, if you're in an office and you're using business resources or if you're in a school using the Columbus Metropolitan Library Resources that are available for free with your library card. I'll follow up with an online version of that to Superintendent Stewart. So, if that's something you care to distribute to staff or others, please feel free to do that.

And then, the last page shows you a longer list of some of our programs for teachers and schools in all our districts. Everything from educator cards to school resource centers, and in some cases, delivery services as well.

I did want to take a moment to have you look at the left side of your packet. There's just a single page there. It's a program that we have online. It's called LinkedIn Learning. Most of us know the LinkedIn social media platform. This training tool has about 17,000 adult training videos that are terrific. My wife happens to be an educator. She uses it for her own classroom as well. We are not allowed by contract to cross-market this in any publicity that we do, but we can talk about it. It's odd, but obviously, the company's also trying to sell this to many different businesses. But in terms of a staff development tool, it's something that would be an important resource for you to look at in your professional lives as board

members, but also for the staff. We think it's really an excellent resource. And again, like the other resources, no charge for that as well. 2023 is the 150th anniversary of the Columbus Metropolitan Library. I'm not going to ask you to spell sesquicentennial. We're just trying to get the hang of that ourselves, but it's a big year for us, obviously, when you think about the library being formed eight years after the Civil War. We have programs all year long, and I want to point out that we'll have the first-ever Columbus Book Festival. It's not Columbus Metropolitan Library Book Festival. We purposefully branded it as Columbus. We have all the area libraries and bookstores. This week we'll announce 140 authors that are coming to that program. It will be on the main library plaza all throughout Topiary Park for those of you who have visited the main library.

So, it's a great event. There are passport programs. The summer reading club will go up a notch or two, and we have the highest registration of Summer Reading Club comes from the Hilliard Public Schools of any of our school districts. We appreciate that, but we hope that it's doing a real benefit for your school system.

And then the last thing to mention is we're still in the planning stages, but I think we're 95% positive that we're likely going to be on the ballot in November of this year. Previously we thought it might be 2024, but suddenly we're seeing several entities moving toward 2024 because of the presidential election. So, our sense is we would probably be on the ballot in November 2023. Our board will be looking at that over the next two board meetings. We do have a library board. I have an appreciation for the time that they spend on the library business. So, on behalf of your library partners, thank you to the school board members for what you do on behalf of the Hilliard Schools.

Do you have any questions?

Mr. Vorst thanked Mr. Lisonski for coming. As an aside for all of you guys and for everybody, I have the Overdrive app on my phone, and with my Columbus public library card, I can access books on tape and whatever you have digitally for free, and it's been great. So, thank you and your team for doing that. I've been a user of that for a number of years, and it's an awesome tool. Mr. Lisonski said he thinks we're about up to about a quarter million titles now on evoice, representing about 20% of the library's circulation. 80% is still traditional, but 20% of that, and we have a dashboard that allows us to see what people download in real-time and what's crazy is I've turned that on if I can't sleep, and it's rolling at one in the morning, there are other insomniacs out there downloading materials as well. Thanks for the plug. We appreciate it. It is a great service.

Mr. Vorst asked if students could get a library card and if their parents had to be involved in that process. Mr. Vorst also asked what sort of titles are available digitally for students. Mr. Lisonski said there's an app that Overdrive makes available for schools that allows them to if you buy to acquire a digital collection, you can have your students download those materials. It is as diverse a collection as the library collection itself. So, in terms of what's available, we have fiction and non-fiction, and one of the biggest areas of growth is eaudio. So, you can download the eaudio books. As people have moved away from CDs, it's just a digital app to download an audiobook.

As for students obtaining a library card, it depends. We have agreements with various school districts. Some, we do registrations for visits. Columbus City Schools tied what they called their success card to the student badge. So, we could incorporate the Columbus Metropolitan Library card with them. So, it's a little bit different because each school district has been a little bit different in that effort. And I'm sorry

to say, I don't know what our arrangement is with Hilliard. But the point is we make accessing a library card pretty easy.

Mrs. Long said that her family visits the library often, and it was her daughter's first day, the same day Hilliard had their birthday celebration. So, I just wanted to thank you and let you know we've been celebrating. Congratulations on 150 years. The Hilliard Library is a wonderful place in our community, and I know that I got to be at the grand opening, and it's been a big part of advancing our students. So, thank you.

6. MFP Update

Mr. McDonough said we have two guests with us. As you know, we've been undergoing a master facility plan for quite some time. We started back in 2019 with phase one of this project. It ultimately led to the expansion of all-day kindergarten in all our buildings. I believe that at the time, we had five buildings with all-day kindergarten. And then, we were able to spread that to every elementary building. And then ultimately, it led to the expansion of the preschool. Last spring, we brought the group back together and recruited some new members to put together a comprehensive roadmap for the future.

With me tonight are two gentlemen that have been working with us for several years – Lee Hwang and Tracy Richter. So, we have been engaging the community as part of this master facility plan since April of last year. We took a pause earlier this year to complete what we call an educational adequacy review, which Tracy will talk about in a moment. We're going to bring the group back together next school year.

We have data in three areas. So last month, you heard about our demographic information with enrollment projections, subdivision yield, and some of our residential growth. We have our facility's condition information. So those of you that are familiar with our facility condition index, we have that database that we update every year. And that can provide us with the district liabilities in terms of what we need to repair and replace and those types of things and gives a score for each building from a condition standpoint. This missing component that we felt was critical to really looking out into the future for our facilities was educational advocacy. We just went through that study. The team came through and looked at literally every room in the district, and they are putting together the results of that as we speak.

But what you're going to hear about tonight is what the master facility plan is intended to do and how the educational advocacy plays into that, and then how we're going to move forward from this point forward. So, I'm going to turn it over to Lee.

Thank you so much for having us here and taking the time to let us briefly go through the master planning process, educational advocacy, and capacity analysis. So as Mike said, in 2019 we started phase one of the master plan and ended with the implementation of all-day kindergarten and the expansion of the preschool.

And tonight, with some new board members, we want to review the second phase of the master facility plan and what that entails. So, a master facilities plan is a long-range planning investment. More specifically, it's a process that guides decisions about capital investment and educational programs over the next five to 10 years. And depending on the type of actions that are taken within the master plan, it can guide facility use for it even further into the future. A master facilities plan addresses many different

questions, such as what kind of schools the district should have that will best prepare students for the future.

- A Master Facilities Plan addresses many key questions:
 - What kind of schools will best prepare students and inspire them to achieve their full potential for the future?
 - How many students will attend our schools in five years? Ten years?
 - What is the right number, size, and location of schools to best serve these students?
 - Where do we need new schools? Which current buildings should be replaced? expanded? modernized? repurposed?
 - What is the cost and schedule to make these changes?

And of course, the core curriculum will always be there, but as the world changes and the changing dynamics within that world begin to show themselves, we really need to start thinking about different programs such as magnets or special education or even skilled trade programs to keep up with those changes.

Like any plan, we have goals in this master plan, and the ones you see here aren't necessarily the goals that are specific to Hilliard. But in general, we strive for modern, flexible facilities and to understand the physical condition of the building and the educational adequacy of those spaces within the buildings. We want equitability allocated resources by understanding data gathered from stakeholder feedback and having students on our committees. We also need sustainable funding for facilities and programs. A lot of school districts around the country are experiencing funding shortfalls not only to keep up with maintenance, but also due to growth. So, having a long wage plan can help us prioritize capital projects and coordinate those programs with transparency and accountability. And lastly, as Mike had mentioned, a master facility plan at its core provides a roadmap for future facility improvements.

So, as we go into a master's facilities plan, we have all possibilities on the table. Typically, when you're dealing with condition or adequacy some of the outcomes could be facility renovations, replacement of facilities, repurposing facilities, and sometimes even building new buildings.

Typically, a school facility's lifespan is about 50 years depending on the maintenance and upkeep of the building. Here in Hilliard, you guys have done a wonderful job of maintaining these buildings, but on average, the buildings here are 36 years old, with the oldest being 67 and 65 years old with Station and JW Reason.

For example, we didn't have iPhones or tablets being used in the mainstream fifteen years ago, but today they're a part of our lives. So, a big question is could our buildings really support these shifts in how we're teaching and learning today?

Some other possibilities for things like enrollment balance, we look at additions to buildings, attendance boundary changes, and grade reconfigurations. With housing development starting back up again and being a couple of years out from the onset of covid

Master Facilities Plan

Possible Outcomes

- Facility renovations
- Replacement
- Repurpose
- New facilities
- Additions
- Attendance boundary adjustments
- Attendance policy changes
- Grade reconfiguration
- Feeder pattern adjustments
- Consolidation
- Program expansion

without a complete understanding of the impacts of covid, changes in certain areas of the school district are a real possibility. At the end of the day, though, the MFP can include, but not be limited to any combination of these outcomes that are listed here.

An MFP has six main components, the first of which is data collection. We collect quantitative data and qualitative data. Quantitatively, we look at things like facility condition and the educational adequacy of the facilities looking at capacities, both designing and programmatic, which Tracy will go into later. We look at historic and projected student enrollment and of course housing development.

The next two components are committees. The steering committee is made up of parents, teachers business leaders, and even students. The role of these stakeholders is to review the data and help guide some of the decisions that are made throughout this process. They provide a lot of gathered through community meetings and provide feedback on the facility options that are developed towards the latter part of the process. More importantly, these stakeholders are involved throughout the entire process. So, they have touchpoints to understand the data and the challenges the district faces. From that they can understand why some of these options were developed in the first place. The second committee would be an executive advisory committee. This is made up mostly of administration and their role here is to really help develop those options and then provide feedback on some of the recommendations towards the end.

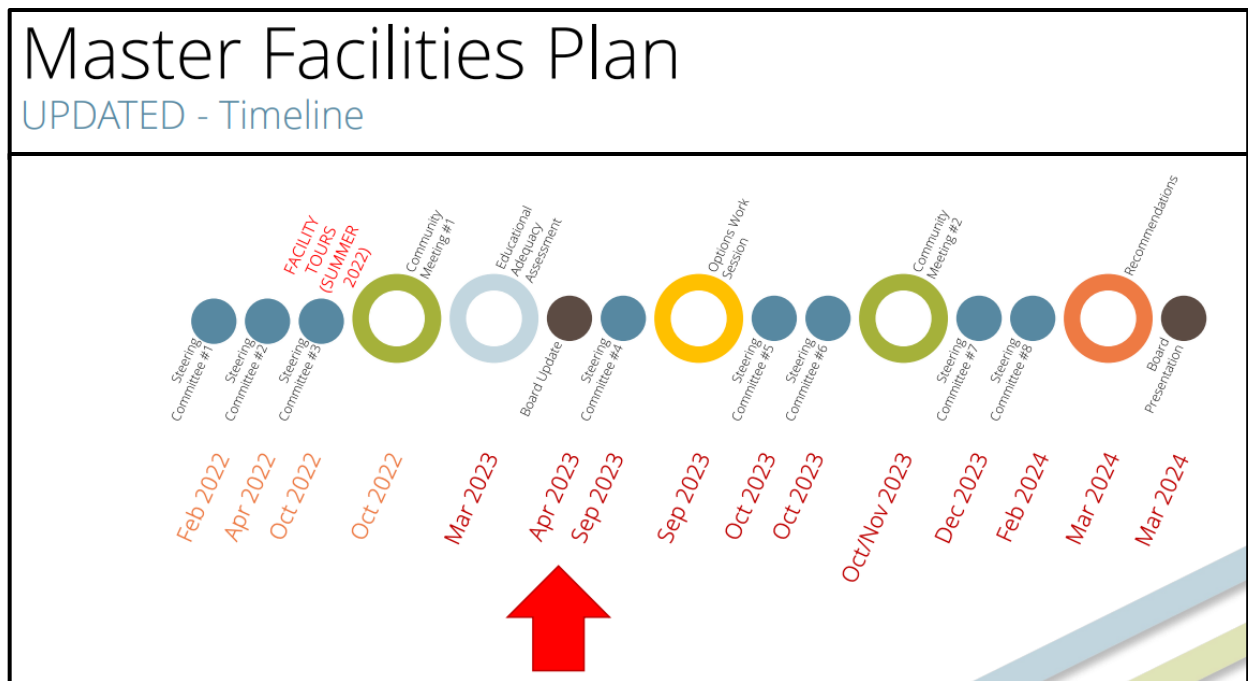
The fourth component is community engagement. Now, we have two touchpoints with the community. First, we gather feedback on preferences in what we call an educational framework. So, these become our guiding principles as we do our planning and options. The questions that we ask the community could be things based on conditions of the facility and whether their preference is to renovate or replace that facility. Other questions could be based on capacity and utilization, such as should we build an addition or consider adjusting attendance boundaries for better utilization across the buildings?

The fifth component is the options work session. This is “where we make the sausage.” In my opinion, it's probably the most fun part of the planning process. We take all the data and feedback and look at each building's circumstances to develop the options for each of those facilities within the portfolio.

The final and very important component is communication. We work with the school district's communication department to get the word out about the master plan and the process that's happening. This helps the community understand and not be surprised by what's happening when it comes time to implement some of the options. It also helps them understand the step taken to get to the options.

All the components are organized into an iterative process. So, we start with steering committees and data. We gather feedback from the community in terms of the questionnaires. And here you see educational advocacy in here, which Tracy will go into shortly.

Looking at this timeline here, we started in February of 2022, and it's a little bit of a lengthy timeline, which isn't typical. But because we're doing the educational advocacy, now we can start to condense this timeline. After going through phase one and again reviewing data in phase two, we determined we needed an extra layer of information on top of the facility condition and enrollment data to help us understand the direction the school district needs to go. And with that, I'll turn it over to Tracy to talk about educational advocacy.



Good evening, everybody. It's good to see you. As many of you know, I'm a proud member of the Hilliard community for about 20 years now. I'm proud to be working here, proud to be working for you. So, Lee and Mike called me a couple months ago to reengage and add a piece to facilities planning, which I think is critical. I think over time when school districts have done planning, educational advocacy kind of sits aside. Conditions and demographics are important, but trying to identify how buildings serve our programs, students, teachers, staff, and our community is an element that can add 20% to 30% cost into a capital plan. So, I think it's really important.

As you go through an educational accuracy, what you're trying to identify is programmatic needs in the facilities by grade level. You need to look at the entire portfolio and include those types of spaces where you want to be currently in education and where you want to be in the future. I've used this anecdotal piece probably my entire career. Before I did this, I taught seventh grade for seven years and I taught under three different pedagogies in those short seven years. The buildings didn't change in those seven years, they remained the same. So, a lot of times, teachers, staff, and students are adapting and overcoming their space types and their adequacy space to get to where they need to get to. And so, part of doing a good facilities plan is identifying where we can make improvements and if there are ways to make improvements.

So, we do is we create an index, much like a facility condition index. We measure a building as it is based on the standards that we create for your district. It's your best standards and how you want to deliver your standards and space. So, we used the baseline of the OFCC, which is a good baseline, and then made adaptations based on the new middle school, because that is the newest standards that you have.

The other piece to this is then getting to a more detailed assessment of the capacity of your buildings. As you go through this, the educational standards are the first step. They tell us room types, room sizes, what should be in spaces, and how many spaces there should be. This helps guide our assessors on what standards to measure against. So, I walk into a space and if my standard in technology is either an LED

screen or projector, the assessor goes in and says there is that or there isn't that. Now one of the things that we have to be careful of in an educational adequacy compared to a condition assessment is that when I walk in as an adequacy assessor and let's say your standard is an LED screen, the assessor doesn't necessarily care if that TV screen works. That's a condition assessment. So, we have to make sure that you have the right resources in the space. And although we do measure some of the same things, we walk into a room and we look for mechanical, electrical, and plumbing features much like a condition assessment would, again, we're just looking to make sure that you have the appropriate infrastructure to do that.

We involved facilities, operations, and curriculum. So, we came in and we talked to curriculum across the board to make sure that we are meeting their standards - everywhere from core education to art education, the fine arts, special education, just go on down the list and we try to talk to everybody we could in what we had to measure. So, as you get through that, it ends up being our collection tool. This tool not only measures where your current buildings are, but it also helps you set a standard for where your buildings will be (whether that be through renovation, new construction, etc.). And a great thing is as they're adaptable and they're changeable. So, as your standards change, you can go back in the adequacy report, you can change the standard and it'll adjust your scores for you. And so, I think that's important thing to keep this as a real actionable thing.

Educational advocacy assessments. And so, what we're trying to do in the assessment is we take two assessors who walk into a building. Basically, what we're trying to do is give a budget level cost of educational deficiencies that you have in your buildings. And I think this is difficult, and this is where education adequacy has evolved over time. It's very difficult to cost educational adequacy sometimes. And I'll give you an example. One of the standards is classroom size – the actual size of classroom space. Sometimes it's not easy to put a cost estimate on a room at your standards, let's say 750, and you have classrooms that are 650. We're not exactly sure how to cost making a room another hundred square feet within its existing footprint without altering the existing footprint of the building (capacities, space, room types and those kind of things). So typically, those become master planning actions not part of the assessment. They're just a deficiency in the assessment. And that'll mean more here in a minute.

And what it does do is helps us drive those decisions and options with that. Again, same people are involved. And then your deliverables that you get a line-item deficiency in this, you can see across the board and dashboard or whatever the deliverable you want it to be, and we give you an index for it. Now that index inversely related to the condition index. So as Lee and Mike has probably taken you through this a hundred times, as a facility condition index gets higher that means the worse your building condition is. However, adequacy is inverse of that. The higher it gets, the better your building is. And so, you have to find a way to put the formulas together to make sense. So, you get a total condition index of your building and that will help you prioritize when you're making decisions on those facilities.

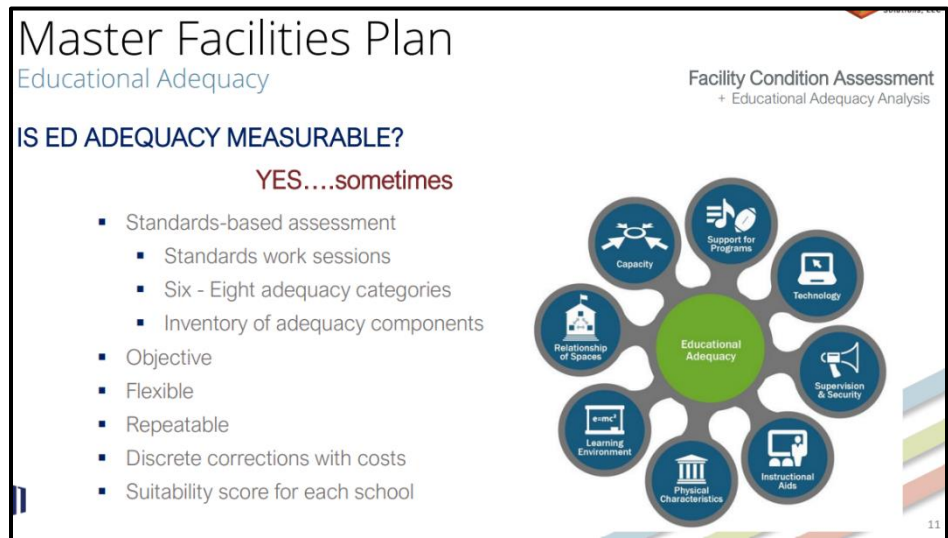
We're asked oftentimes, is it measurable, and it is very measurable. It's a standards-based assessment that looks at several different categories – capacity, relationship of spaces, learning environment, technology, safety/security, physical characteristics, support for programs,

and instructional aids. What we're not going to do is walk into a space and evaluate the color in a classroom. I've seen those, believe it or not. I've seen those adequacy assessments out there. Quite frankly, I don't know what yellow versus green does in a classroom. And we want it to be as objective as possible, not subjective when we're doing collection. And so, we have taken time with Mike and his group to make sure that anything that we gather is an objective way to collect. Typically, if we can say yes or no, the better.

And so, I don't want an assessor to walk in to judge whether there's a projector there or not. It has to be repeatable, so when you walk into a space you can see things that are supposed to be standards and that allows you to have an equitable score across the board. And what I mean by an equitable score is

that every building gets scored on a hundred-point scale. We've selected six different major categories. One is just called space and it's types, number, those kind of things. We have technology, building systems (mechanical, electrical, plumbing), safety & security, etc. Each

category has a certain score. What we have learned as educational adequacy has evolved is that even in a hundred-point scale not every building can get a maximum score of a hundred points. So, buildings have a maximum score they can never surpass within their current footprint. There has to be a weighted priority based on Hilliard's priority. Some districts choose safety and security as their top priority in educational accuracy, so it gets the most weight. As we dig deeper into the data, we'll sit down with Mike and his group and review what the data's telling us. You can do an altruistic weighting about where you feel like it is, but sometimes your data helps you shape how you weigh your priorities. And so, we have to look at that.



How to Score and Cost

SCORING

- Suitability score for each school
- 100 Point Scale
- School Building can have a maximum score that isn't 100 Points
- Weighted depending on District Priority
 - Space Evaluation
 - Technology
 - Safety & Security
 - Building Systems (Mechanical, Electrical, Plumbing)
 - Furniture, Fixtures, Equipment
 - Comfort (lighting, temp control, etc.)

COSTING

- Measurable Elements that can be corrected with REASONABLE Construction
- Investment in School Facility would correct educational deficiencies to maximum possible score
- Is determined in a "like-to-like" scenario

The cost can only come in measurable elements that can be fixed with reasonable construction. I'll go back to the concept of the small square footage classroom. Increasing the square footage within its current footprint, without altering its capacity, and without altering room types that you need to educate children is not reasonable construction. So that not only affects your maximum score, but it also affects what you can cost within a building. Additional cost comes then in the master planning actions, whether you fix it through an addition, through renovation, or through major renovation. And that's how it can be fixed. And so, that can help set the maximum score. And so, your investment in this facility would correct those educational deficiencies to get you that maximum score. And again, we're in a like-to-like scenario and I think that's important. Just like the facility condition index measures a like-to-like building in renovation versus replacement.

So, as we go into this knowing that schools have a maximum score, and you can't correct it through a reasonable construction standard, we have to figure out how to give an appropriate score and an appropriate cost. So, at the end of the day, this is what it's going to do. And I'll give you just one more example of why this is important. Let's say an art room (an appropriate space to deliver art classes) is a requirement in your district. We have walked into hundreds of classrooms in elementary schools across the country that have converted a classroom into an art room. So, an assessor walking into this space might wonder if he should measure it as a classroom standard or an art room standard. So, it's either going to get tanked as a classroom, or you're going to get no capacity for the room for elementary art. That impacts your capacity score and inadequacy. So, what's the answer? The answer is you measure it as what it's designed to do (be a classroom) and it's put under the category of not reasonable construction to get another art room within the current footprint. Now, you're not going to just tack an art room on to the side of a building. That would be ridiculous. We don't think like that. And so, what we do is we say that whatever the weight is, and so maybe space type is a higher weight that a building may score only an 80 out of the hundred because it doesn't even have the right space types within it anymore. Okay. And so, what it will inform the board of is that regardless of how much you put into the condition of a building (the investment you have) or how much money you put into fixing the educational adequacy, your building will never, ever exceed this number without some constructable factor to it. That gives you a better idea of decision making and defensible data to make those decisions.

As we've all gone through this, we did have a kickoff meeting in February. We walked your buildings and did a pilot assessment. Basically, the findings were that technology is consistent and robust throughout the district. Obviously, this

district reacted very well in pre-pandemic times. My kids went through and had an iPad. I don't know if any of them brought a textbook home after third grade. This district's been very robust and consistent with its technology. And so, understanding that the pandemic had something to do with even making it better for students to access

education. This district has handled that really well. And you can see it in the facilities. However, there's inconsistencies in program space sizes across the district. The buildings do have a varying (inaudible) and

Master Facilities Plan

Educational Adequacy UPDATE

Process

- Kick Off Meeting - February
 - District Leadership
 - Process & Timeline
- Standards Development
 - Staff Interviews
 - OFCC Standards Modified
- Pilot Assessment
 - March 2nd Memorial MS
- Facility Walk Through Assessments
 - March 27th – April 5th

Walk Through General Findings

- Technology consistent and robust throughout the district
- Inconsistent Program Space Sizes
- Special Education Space inconsistencies

that's going to be typical for the (inaudible) of age that you have. Special education spacing inconsistencies across the district are prominent. And we've recognized that.

Now, there's other findings. These are some of the big things we found. This is not me, but there's poor education going on the buildings. This means that the educations are poorly supporting the education going on in the buildings. I'm testament of a parent with an IEP that this district did wonders with. And so, despite this last bullet, we have to make sure that as a board, you're aware that we want equity across for all spaces, whether it's art programs, whether it's special ed programs, career ed programs, whatever they are. We just want to make sure there's consistency and equity across the district according to your standards.

And finally, the capacity analysis. Now you've been running with a facility capacity for a while. The numbers have stayed relatively the same, but as we start to dig in, what we've done is we've taken our geographic information systems and we put the floor plans in our GIS system. We've overlaid your master schedules to see what your buildings are doing on an hour-by-hour basis, which will help us get a better idea of how buildings are used through the day and give you a real idea about the range of capacity the buildings can have.

When we talk about people involved here, this is where the fine arts, extracurriculars, and special education has a huge impact on capacity of buildings and how you serve. So, we want to make sure that the community to understand every building has a range of capacity. There's never a set capacity. And I think that's very difficult for people to understand. But it's dynamic. And we have to understand that what is the total number or the least number of students that building should be serving on a year-to-year basis? Because that's going to help in the master planning effort as we go through this. We're going to be basically done with our findings at the end of May for you. So, we should have a comprehensive report to you about the adequacy of facilities (scoring and costing). But as we start to roll that into the (inaudible) options that's when you'll see how it all merges together.

Do you have any questions regarding adequacy?

Mrs. Murdoch asked for an example of the special education space inconsistencies. Mr. Richter said there are many different types of spaces where special education classes are taught. So, whether they're self-contained, which we might call low incident, those students who have a lower incentive of going into the regular population of students. But it's those resource classrooms for high incidence students that are inconsistent that we don't find. So, students that when you're not doing a push-in service for the student, where they get pulled out into resource, how many spaces do you have and what types of spaces are those? And oftentimes those have been modified in your buildings from older spaces that had previous uses in them. Pretty typical, once again for special education across the country is that, hey look, we have two closets open let's go ahead and put a speech room. We know that's not appropriate, but it's a space that's relatively quiet and smaller so we can get the student's attention. It's not the appropriate space. And again, with your standard in the newer building – full-time special ed room has the OTPT in it that your older buildings just simply don't have due to smaller spaces.

Mr. Hwang continued the presentation.

So, the next steps are really to finalize the educational accuracy and capacity analysis in May. Then in the fall we'll start back up with steering committees and options work session I mentioned earlier.

There is a master facility plan project website that's accessible by the public on the Hilliard City Schools website at <https://www.hilliardschools.org/mfp/>. You can find the schedule, materials, presentations, links to surveys and reports. There's all kinds of data, such as enrollment projections, housing reports, and things like that.

Do you have any questions?

Mrs. Long noted that they just got an update from Tolles who also went finishing their master facilities plan. Mrs. Long asked how their information will be rolled into the work that you guys are doing. Mr. Hwang replied that we'll certainly talk about skilled trades, CTE, and how Tolles plays into programming for Hilliard City Schools in the options work session. We will consider whether there are any possible deficiencies that we can look into to having a more comprehensive program. So, nothing has been determined, but we'll certainly discuss it and see how it fits. Mrs. Long asked if he had an intentional spot to bring that data into to ensure we look at future planning with Tolles. Mr. Hwang said that's something that can be recommended as part of the planning. Mrs. Long said she highly recommends it.

Mr. Stewart added that we are fortunate to have the opportunity to partner with Lee and Tracy. As I think about this work, I can't think of any other work you will be part of during your tenure as a board member that will have a longer lasting impact on this district than the work we'll do through this process. This is important work that will be woven into the strategic plan as well.

7. 5-Year Forecast Revision Presentation – Brian Wilson

This is the annual April/May revision to the October forecast that is required by Ohio Revised Code.

So, as we look at our total revenue for 2023, property taxes are \$143 million of the total revenue. Of this, \$130.8 million is real estate, \$12.3 million is public utility, personal property, unrestricted and restricted grants, and aid represents mostly our state school foundation dollars of \$50 million. This includes casino taxes of roughly \$1 million and 1.6 million in student wellness and success funds that were in a separate fund last year.

The new formula also no longer flows community school, open enrollment, STEM schools, or special education scholarships through our funding. This reduced our state school funding revenue and our expenditures by \$4.7 million. I'm using the governor's proposed budget formula for the school funding formula, which was used in the 2018 base cost values. The House proposed using the 2022 cost values in the formula. If that makes it through the whole budget process, it will be a significant benefit for the school district. But at this point, I'm not going to put it in until we see what happens. And we have the luxury of time. This forecast isn't going to make or break any decision that we need to make financially.

Property tax allocation of \$12.5 million is the homestead and rollback on residential real estate taxes. All other revenue of \$18.4 million includes tuition of approximately \$700,000, interest income of \$2 million, payments in lieu of taxes of approximately \$14.4 million, and some other miscellaneous income.

Master Facility Plan

MFP Resources

Project website
<https://www.hilliardschools.org/mfp/>

- Schedule
- Meeting dates, times, and locations
- Project materials, documents, presentations
- Survey links
- Reports
- FAQs



So, you can see we actually have some good news here. There are two major factors causing the changes from the October forecast. The first is growth in public utility and property value in 2022 coming in at a 9.2% growth rate versus my October estimate of 5.4%. This is a \$700,000 difference in revenue in 2024 and grows from there. Also, the collection of real estate taxes continued to come in on a greater pace, which generated \$1.6 million more than estimated. The second significant factor is the reappraisal for calendar year 2023. In October, I estimated that residential values would grow 13.6% with the reappraisal. The county auditor recently talked about valuations increasing around the county by 30% or more. So, essentially by knowing that up to 30%, I popped in another 10%, so around 23%. Roughly 90% of our residential real estate values will not generate any additional dollars because of House Bill 920. However, we do have 4.45 inside mills that do grow with inflation, which will generate roughly \$1 million in additional tax revenue beginning in 2024. The other revenue sources are in line with the October forecast.

This is similar to the October forecast. We deficit spend in 2023 and it becomes worse moving forward. Our cash reserve, as we've talked before, will allow us to wait until 2024 to be on the ballot. But the deficit between expenditures and revenues is certainly a concern, and I will come back to this in a minute.

As you look at this, this is our total student enrollment, and you can see that it's essentially been flat since fiscal year 2016. This isn't the case though for all student groups. The blue at the bottom is our students on IEPs, which have grown 31% since 2016. So that's about total of 2,500 students. The teal band that's right above the blue band is students on 504 plans. We've had 151% increase in students on 504 plans since 2016, which is 970 students. And then the green band is English language learner students. We have 45% more ELL students since 2016. So, we have about 1600 ELL students.

I bring this up because these changes in growth is leading to some additional challenges associated expenditures. As you can see, our expenditure estimate has increased slightly since October. Several factors made this increase less than it would've been. Through careful planning, David and his staff found seven positions at the high school level that could be eliminated through attrition for next school year. This is a savings of over \$400,000 annually starting next year. I originally estimated six teacher retirements for this school year with the savings of \$300,000. We now have 20 retirements, which will save the district over \$900,000 annually starting next year. Unfortunately, from a financial perspective, we will have to add 14 special education teacher teachers and net three new positions for our ELL population in 2024.

Moving forward, there's not significant changes from that but certainly the big change in the forecast continues to be the positions that are coming back into the general fund that were spent through Federal covid funds. So, in fiscal year 2025, we have 14 reading/math intervention teachers, eight guidance counselors, three speech pathologists, two school psychologists, six EL intervention teachers, and five other teaching positions returning to the general fund at a cost of about \$4 million.

So, we currently have a policy that states we will maintain a 20% cash reserve. And as you can see by this slide, we maintain a 20% reserve through fiscal year 2025. This slide doesn't paint a pretty picture, but I think it is important to point out that the October forecast was showing a \$21 million deficit in fiscal year 2027. We've now knocked that down to about a \$10 million deficit. So, it certainly looks much better than in October.

So, essentially the takeaways with this forecast revision:

- We're making staff reductions through attrition where possible,
- Not having been on the ballot since 2016 and our finances are beginning to show that
- We will continue to trim the budget in a strategic fashion and keep our fingers crossed that school funding formula could benefit us. It won't benefit us enough to keep us off the ballot, but it certainly can reduce the size of the levy.

Anyone have any questions?

Mr. Perry asked what do you attribute the increase in the number of IEPs and 504s? Is that us doing a better of job identifying students or just the more students who move in here? Mr. Stewart replied that there could be several factors and you named them. We are seeing growth in those numbers across the country. And, we're a district that's known for serving those students well. So, we've had a significant increase in enrollment. Mr. Wilson added that the surrounding districts are experiencing the same growth.

Mr. Perry said he thinks that good overall because these students have existed, we're just now seeing who they are and being able to serve them better. Our EL students are interesting because that's a population that's moving in. So overall, obviously reducing administrative expenditures through attrition is something I've been pushing for 10 years and everyone I think knows that. And I'm glad to see that we're starting to consolidate some of these positions. I think you mentioned \$400,000 plus dollars in savings in that regard. That's clearing us up to do things like add additional guidance counselors at every one of our school buildings without shuffling this money around too much. Overall, have we seen a reduction or an increase of our portion of our general fund that goes towards administrative expenditures? If we're seeing an increase, has that increase gone, quicker or slower than it hasn't previous years? Mr. Wilson replied that compared to all the districts in Franklin County our expenditures per pupil are either the lowest or second lowest. We've been in a battle with Groveport Madison to be the lowest cost per pupil.

Mr. Perry replied good. No, and that's something that I know Paul always talked to me about for a long time, and he said that we're one of the lowest and we have the least fat. I said I would like to have none but less than others is better. And at a certain point you do have to start worrying about you're trimming the fat and you start tightening the flesh and starts stop not being worth it at a certain point. But wherever we can, reallocating those funds directly to the classroom is phenomenal. And so, I like the fact that we've been doing that strategically. I've heard from Dave and others that we haven't taken too much of a hit there as far as the functionality of central office. That those are positions are nice to have, so not need to have. And so that really helps us when we're talking about stretching a three-year levy into eight years and being able to push that out and then reduce the overall, ask. I think that shows the financial stewardship. So, I appreciate you explaining that to folks. I think that's really helpful for us to see. Mr. Wilson added that since Mr. Stewart's been here, he has made reductions in the administrative staff. There's been positions that have opened up and they've not been filled.

Mr. Vorst stated he wanted to commend you both on a job well done. Everything is trending in the right direction. I know it's not easy to find places to save the taxpayers money, but we appreciate everything that you do and the fact that you're doing it through attrition is very commendable. I think that's really important for a culture and an environment to know that people don't have to worry about you coming hunting for their head. That you're finding ways to trim costs through people leaving organically. So, we do appreciate that. Given your decades of experience, do you feel like you trust the state to supply the

typical amount of funds? I know we're talking about trust in government....what do you think? Mr. Wilson replied that at this time of year, it is tough to get too excited about what's happening until you see the final budget document. Approximately 10 to 12 years ago, the Columbus Dispatch had a big article about how Southwestern was going to reap this windfall of dollars from the school funding formula. But when they actually did the calculations, that \$6 million of increased funding dropped down to around \$1 million. So, you can't get too excited yet about what's going on. The new formula is still being phased in, but we should have good numbers for the October forecast.

Mr. Stewart added that in conversations with legislators there have been two main talking points. The first is continuing to phase in the school funding formula, which doesn't have a huge impact on our five-year forecast. The second talking point has been about updating those cost inputs to the fiscal year 2022. So, the fact that both of those things exist in the house bill is encouraging. We just have to wait to see the rest of the process.

Mrs. Long noted that you've seen such an increase in needs in our students, but you've done a really good job of keeping that. How do you keep it within the school buildings too? One of the points in the master facilities plan presentation was that we need more special needs facilities. So, how do we continue to be responsible financially and still meet those needs for students? Mr. Stewart said that the master facility planning process is the answer to your question. It will have to factor in all of those things. When he talked about inconsistency, we have certain buildings that are stretched thin on special needs space and other buildings that are very creative in how they use their space. Also, special needs classrooms will most likely be “weighted” high as part of that process. Once the plan is complete, this board will get to make some challenging decisions based on that information.

8. Commitment Plan Review – Jill Abraham

Mrs. Abraham said it was important to invite the team in to tell you the story of their work this year. When we presented the plan in September, the academic team joined me. And I thought, there was no better way to tell you how that work has evolved throughout the year than to have the people who have led it both at the building and classroom levels. So tonight, we're going to share the eight strategies that we applied. We're very strategic in this work, and so we want to show you what that looked like for us.

Strategy 1: Responsive Design

In the fall, we started with responsive design, which was based off the feedback that we had gotten from teachers and principals last year at this time. We had over 900 teachers and over 30 principals and assistant principals tell us where they wanted to do deeper learning professionally in the year ahead. And you might remember that they were very aligned in where both the teachers wanted to grow and where building principals felt that there was a need for continued growth learning within our school. We focused on:

- assessment, feedback and reflection
- response to learning (what we do when their excelling or struggling)
- how do we best design an engaging learning experience for students

2022-2023 Quality Learning Guide Instructional Areas of Focus	
PRINCIPALS' IDENTIFIED SCHOOL NEED	STAFF IDENTIFIED PERSONAL NEED
Assessment, Feedback, and Reflection (20)	Assessment, Feedback, and Reflection (459)
Response to Learning (15)	Response to Learning (407)
Student Learning Experience (14)	Student Learning Experience (360)
Relationships (13)	Relationships (223)
Lesson design (6)	Lesson design (214)

If you remember, there were four pages to this plan, and those big ideas are spread throughout this plan with a heavy focus on designing deep thinking experiences in classrooms for our students. We did this with every student without exception in our minds. So, I'm going to turn it over to the team and let them talk about their journey for the strategies.

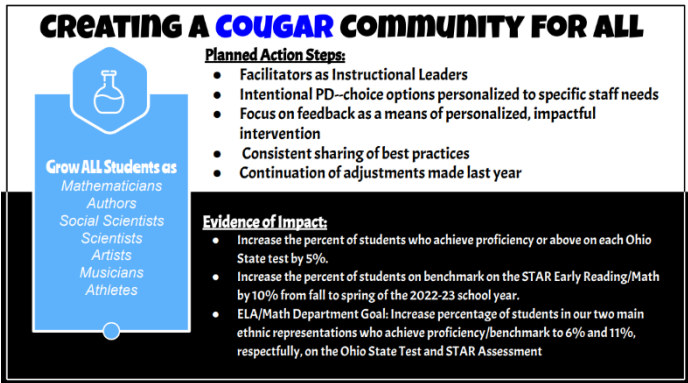
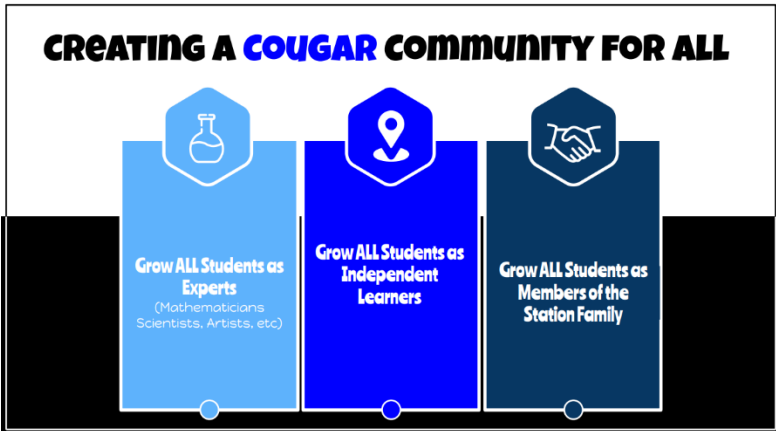
Strategy 2: Promote District Alignment and School Personalization
Hilliard Station Sixth Grade School Principal Erin Dooley

Hi everyone, I'm Erin Dooley. I'm from Station sixth grade building and my team is here with me. We want to touch base quickly on how we use the district commitment plan to guide our work this year and personalize it to our building to make it impactful for our community. I am very fortunate to have an amazing team of leaders in my building, and I think that's made a really big difference. So, I'm going to have them touch on some of the points.

My name's Allison Williams. I'm a math facilitator at Station. Our building facilitators got together in August to familiarize ourselves with the district commitment plan. At the same time, we asked ourselves what does this plan look like for Station? We wanted something that encompassed all the aspects of the district plan, but we wanted it to be accessible for our stakeholders – our students, staff, and families. From there we wanted it to be something that everyone could buy into in a language that everyone could use. What you see here is what we came up with, and we have been using these areas to prioritize our goals this year.

We have used this language purposely in our interactions between staff members as well as our interactions with students and families. And that means being purposeful during staff meetings, parent-teacher conferences, student feedback between each other, and students self-reflection. We feel this has made a big difference in our building. I'm going to let my colleagues elaborate on each area.

So, our first goal was growing all students as experts. We started by looking at our math and language arts data and wanting to improve those scores on state and STAR tests, but knowing that growth doesn't just happen in our math and language arts classrooms. So, growing them in all areas across all content. We do a good job of working in our data teams and having a common plan, but we wanted to extend that out. So, this year we were purposeful about using our staff meetings and giving our teachers opportunities to hold sessions and share out their best



practices with each other. So, those teachers that you might not see during the day or cross content, getting an opportunity to get in and see what they do and have them share. One of those main things that we talked about throughout that was feedback and looking at how we give feedback in the classroom. Like Allison said, student-to-student, teacher-to-student, and student-to-teacher. So, that was one of our challenges was to set a goal. I think it was like the 40-day commitment plan to set a personal goal to give feedback in your classroom. And just little things like that I think really helped us to reflect upon our teaching strategies and then make those little improvements.

Hi, I'm Joan Pitstick. I'm the social studies facilitator at Station. When we made these group goals, we wanted to have our students become more independent learners as well. So, sixth grade is thought of as a transition year where we bring them from elementary into the secondary world. And our thought is, as part of that, they need to become more responsible for their learning. So, we created a report card called "ready for tomorrow" that focuses on

students' soft skills rather than grades. And in thinking about feedback, we have since changed it to our "cougar growth reflections." What's nice about this is that students get to assess themselves first. They fill out the form telling us where they think they are in class and how they think they're performing (not just based on their grades but on some of those soft skills). And then the teachers fill out the same categories for the students before the students get to write a narrative about the two pieces of feedback. It is then sent home to the parents for further feedback so we can show how the students are becoming those independent learners.

CREATING A COUGAR COMMUNITY FOR ALL

Planned Action Steps:

- Tie to Schoolinks--Types of Learner stations/conversations in multiple classes
- Redesign Ready for Tomorrow Report Card
- Intentional PD, including exploration of Cultures of Thinking

Evidence of Impact:

- On the Cougar Growth Reflection, self-assessment scores referencing Independent Learning skills will increase by 25% from the end of the 1st Quarter to the end of the 3rd Quarter.
- Department Goals: Include a Critical Thinking Activity 1x/Quarter. Give feedback to students; share with Team

Grow ALL Students as Independent Learners

Hello, I'm Karen Dietz. I'm the science facilitator at Station. Our goal is to make all students feel included. We want them to be a part of the family. And being a one-year building, as you can imagine, we have to do that very quickly. So, we looked at opportunities to connect students in different groups such as our EL population, different ethnicities, special ed, and those with varying socioeconomic status. So, we created student focus groups and asked what clubs and activities they'd like to

participate in. And as you can see, we have thoughtfully worked to incorporate the district commitment plan into our building plan, and have found many successes this year.

CREATING A COUGAR COMMUNITY FOR ALL

Planned Action Steps:

- Focus on Classroom Communities
- Team Activities (big school seem small)
- Opportunities for students to recommend extracurriculars
- Staff presence in common areas (recess, etc)

Evidence of Impact:

- Qualitative: Student Focus Groups
- The percentages of groups of students participating in extracurricular clubs or activities will mirror or exceed the breakdown of students in the Station population. -Evaluated and addressed/adjusted 3x/year
- Monitor: Attendance Data
- Monitor: Cougar Card Data

Grow ALL Students as Members of the Station Family

Strategy 3: Implement Continuous Improvement Efforts as an Ongoing Process

Avery Elementary School Principal Kevin Landon and Whitney Jeckavitch, Intervention Teacher

Good evening. I'm Kevin Landon, principal at Avery Elementary. Whitney Jeckavitch is my right-hand person and intervention teacher. We have the privilege of talking to you tonight about implementing

continuous improvement efforts as an ongoing process. We're going to focus on what we did this year in math. We were fortunate last year in that our data, especially our literacy STAR data, looked pretty good. When our administrative team got together this past summer and desegregated the data, we found there were certain subgroups, like EL and special ed, that weren't hitting the mark.

Continuous Improvement Efforts as an Ongoing Process		
1. Clear Expectations	2. Consistent Data Teams	3. Purposeful Staff Meetings
Beginning of the Year		
<ul style="list-style-type: none">- Gather staff input around the commitment plan (strengths, areas of growth, PD needs)- Non-negotiables communicated = dedicated 90 minutes, BFF, Performance Matters, Year at a Glance- Core team drafted commitment plan & shared with staff- Baseline data is gathered and analyzed disaggregated data<ul style="list-style-type: none">- Noticed trends per subgroup → impacted 40 day challenge		
Middle of the Year		
<ul style="list-style-type: none">- Ongoing & Consistent Data Teams<ul style="list-style-type: none">- Twice a month (one lit/one math)- Performance Matters Data & Year at Glance Check In (DMA, Pre/Post, Fact Fluency)- Building Thinking Classrooms, Culturally Responsive Teaching, Creating Cultures of Thinking- Ongoing Coaching/Support from Betsy and Support Staff (materials, 5th grade, etc)- Gather middle of the year data<ul style="list-style-type: none">- Analyze Disaggregated Data and Celebrated Growth!		
End of the Year		
<ul style="list-style-type: none">- Finish strong with non-negotiables in math → student engagement challenge- Several staff members are part of the math curriculum revision and trying it out- Thinking ahead to next year (implementing Illustrative while continuing BFF)		

So, we wanted to set clear expectations for this school year. One of those expectations was we needed 90 minutes at each grade level for math instruction. The second thing we did was consistent data teams. When we started out the year in August, we set everybody down and said, listen, here are the dates for our data teams. We're going to meet once a month for math and once a month for literacy. And we're going to take a temperature check on how everybody's doing to make sure we're consistently following what we need to do as far as our scope and sequence for the year, and then we were going to look at the data.

One thing that the directors did well this year was putting the data was at our fingertips. Anytime students took any assessment, the information immediately went into our performance matter system, and we had instant access to it. So, teachers knew exactly what we were going to look at in our data teams, and then we also used staff meetings. Yes, the gym teacher doesn't need to sit in data teams. But you know in K, one, and two, we can do some counting. I know in art the art teacher worked with our kindergarten and first graders on correct forms for making numbers and letters. In music you can always say about things in music when it comes to math.

At the beginning of the year, we sat down and showed the data. We shared the district commitment plan and put everybody in their grade level teams. We looked at our strengths and felt that literacy was a strength. We also felt we need to focus a little more on math because we weren't hitting them mark in some of our subgroups. We looked at what our areas of growth and what our professional development needs were.

One thing that I'm very proud of with my staff is we have something called BFF – building fact fluency. We've gotten away from really teaching students their facts. And so, we built in a 30-minute period every single day for the entire year to work on fact fluency. So instead of seeing students doing something like ST map on their iPads, they were doing fact fluency. That ended up becoming our 40-day challenge. And when we came back in January and took those STAR assessments, our data really grew. And if you look at K, one, and two, that don't take the STAR assessments, their DNA, especially the foundational skills of recognizing numbers and how numbers work within each other, looked so much better than they did last year.

I'm going to pass it off to Whitney. She's going to talk about data teams.

So as Kevin said, we were adamant about holding those data teams twice a month, once for math and once for literacy. And I highlighted three books that we used with the help of Hilary and Betsy. We started with *Culturally Responsive Teaching* and *Creating Cultures of Thinking* to do some work within ourselves – how to hold high expectations for all students and to have high rigor for all students. So,

then we brought in *Building Thinking Classrooms*. We have a support teacher who is part of the book talk with Betsy, and we highlighted one chapter from that book in every data team meeting. We love the book because it has the big picture, the macro change, and the micro change. And at every data team, the teachers walked away with something actionable. And then Kevin was gracious enough to buy vertical surfaces and sticks for random grouping. We're through about six chapters in that book. We focus on every data team.

The other thing that we focused on during data teams was performance matters data and having pre and post-unit assessment data. Having the DMA data for K2 in performance matters was huge for our staff this year. We felt like having that data in performance matters held them accountable. Every data team, we pulled up the latest assessment along with the year at a glance, got a temperature check of where we were and made a plan to move forward. And as Kevin said, we started this work with subgroups in mind, but we saw growth overall.


So, we knew when we got together after the holiday break that our data looked good, but that is a test that doesn't forgive. The way the STAR assessment works is the better you do, the harder the test is the next time you take it. And so, we know we have a mountain to climb because we want our data to continue to grow. We want to finish strong by sticking to our non-negotiables and 90 minutes of math. We don't need to do extra recess during that time. We have our built-in celebrations for the year, and I promise you we will celebrate, but we need to stick to that consistent schedule because our EL, special ed, and intervention students need those services.

We are very fortunate to have five members as part of that math curriculum team that I think you guys voted on and adopted at the last meeting. So, we've slowly started to implement that at certain grade levels, and they are excited about it. And, they're doing 60 minutes of that and building on that fact fluency. So, I think even as time goes on, you're going to see greater numbers. And we're just going to keep doing what we're doing to finish strong at Avery Elementary.

Strategy 4: Share the Work of Our Teachers
Bradley High School - Teacher Walkthroughs Principal Bill Warfield

My name is Bill Warfield, and I'm the principal at Bradley High School. I'm going to talk a little bit about our fourth strategy, which is to share the work of our teachers. And how we do this is really with our teacher walkthrough or our instructional rounds, is what we call them.

We believe the best way for us to be able to change practice is for teachers to teach teachers. We use these instructional rounds for this purpose. So, four times a year, we take six to eight teachers on instructional rounds looking for best practices. We email the staff to let them know we'll be visiting classrooms. This gives them the chance to let us know if they would be giving a test, so we won't go into that classroom. We get authentic conversations throughout this process. It's not an event for us to go in and out where this becomes like a

Bradley -Instructional Rounds	
 Bradley Instructional Rounds - February 21, 2023 Focus: Engagement	
Committed to our Jags / Agenda Google Slides	
AM Group (Periods 1-3): C. Kowalski M. Wong K. Cowies	PM Group (Periods 6-8): M. Gmerek Z. Forquer K. Moody
AM Group (Periods 1-3)	
8:30 - AM (15 minutes)	Meet in Main Office Conference Room <i>Commitment to our Jags!</i>
7:55 - 8:05 AM (10 minutes)	Period 1 Hamilton/Wong, Shesser/Moody Warfield/Cowles, Schmitt/Denning Walton/Kowalski, Blah/Rickert
8:05 - 8:10 (5 minutes)	Transition
8:10 - 8:25 AM (15 minutes)	Period 1 Hamilton/Wong, Burns/Bergstrom Warfield/Cowles, Allen/Baker Walton/Kowalski, Blah/Rickert
8:25 - 8:32 AM (7 minutes)	Transition / Break
8:32 - 8:42 AM (10 minutes)	Period 2 Hamilton/Wong, Horne/Aghumadin Warfield/Cowles, Pongpan/Arnade Walton/Kowalski, Cunningham/Arnade
8:42 - 8:47 AM (5 minutes)	Transition

different thing, but people change practice. We want to see what this actually looks like in practice every day in the classroom.

So, we focused on feedback and engagement throughout this entire year. And we talked about this in the onset of the meeting is this is not (inaudible). What we want to be able to do is see the work and have conversations about what practices we can take back and use in our own classrooms. It's been wonderful to see. Initially, we got a little bit of pushback from people because they didn't understand why we were having these events. But after we bring people along on these walkthroughs, through these instructional rounds, it has caught on like wildfire. So, now every time we even put the email out, we have people volunteering to have their classroom seen and to be a part of the instructional rounds.

We've talked about this a lot in our building. I'm an English teacher by trade, that is what my license is. So, talking about building thinking classrooms is a difficult task for me. So, we take our teachers to go see it in action (instructional rounds). After the instructional rounds, we have a simple debrief about what are some of the things you took away from what you saw today. We have genuine conversations about what the instruction looked like. A lot of times, it's not about looking at what the teacher is doing, but looking at what the students are doing. This process also encourages staff to collaborate with staff in other departments. It's difficult for a science teacher to go in and see a math teacher in the middle of the day. When you provide these opportunities for them, they can connect, have conversations, and begin to grow best practices. So, we're going to continue to do this. It is something that we are extremely proud of and we're just trying to continue to move the needle.

Strategy 5: Build Capacity with Intentional Professional Development and Collaboration

Joyce Brickley, Principal at Davidson High School

Scott Snyder, Principal at Tharp Sixth Grade School

Stacy Carter, Principal at the HUB

Hi, I'm Joyce Brickley, the principal at Hilliard Davidson High School, and I'm here with Scott and Stacy. And we're going to talk about building capacity with intentional professional development and collaboration. So, I'm going to go first and talk a little bit about how we do this at Davidson High School.

One of the things we do is use our school improvement team for professional development. Our school improvement team looks at our commitment plan to ensure it aligns with our initiatives and goals. Then they look at what we have learned as learners ourselves in our leadership meetings at the central office. So, a lot of times the directors will model different strategies and practices that we can use to model some of the goals of our commitment plan. And then we in turn do that for our staffs so that it can trickle down because we are all learners and trying to figure out what we're doing. So, we're intentional about our professional development.

So, we at Davidson talked about two things that we wanted to concentrate on. One was having students talk about their learning. A lot of times in a secondary building, you could be driven about AP scores or you have to get through this content because it's on the test. In order to build those cultures of thinking, we wanted to make sure that students had time in their class period to share their own learning. And that



there's a lot of growth that happens there. So, we gave our teachers the task of doing that. And then additionally, we were talking about feedback and formative assessments and giving students work to do for learning, not for a grade, but for learning.

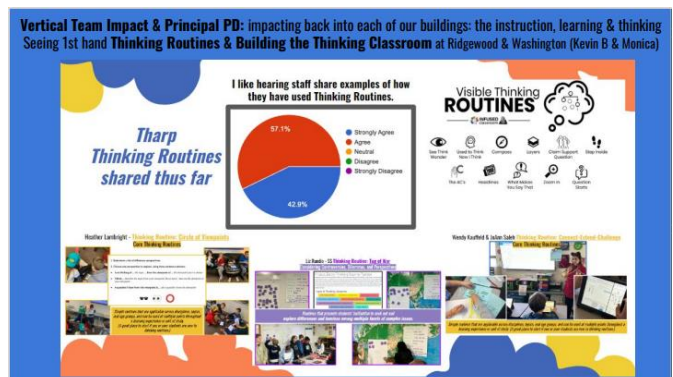
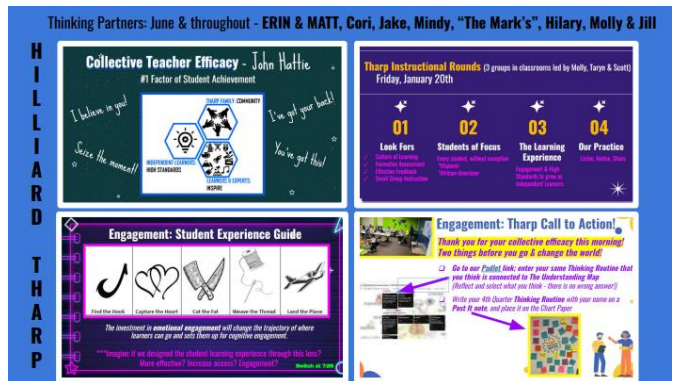
Then our school improvement team created a plan that connected to our initiatives and commitment plan. We then tasked all our teachers to come to one of our professional development meetings and share a best practice they had tried. In that meeting, we modeled what we want them to do with their teachers, as in we gave them time to collaborate and share in their small groups what they had done centered around these two initiatives. And then we also then created a menu or resource document. We collected everyone's best practices, and then we shared that Google Doc with our entire staff. So, teachers can see what successful best practices other teachers have used in their classrooms.

Good evening. I'm Scott Snyder, principal of Tharp. I thought I would hit more specifically to building the capacity. And when I look through the lens of what it must be like to be Dave, Jill, or the director team, they obviously want that impact to get to the students.

Since I was a rookie coming into this with no experience as a head principal, there has been a great amount of collaboration from onset. The ability to be able to share with another colleague that's in the same grade level (Erin and Matt) certainly helped tremendously. I want to point out that as we transitioned through the year, the commitment plan was the blueprint (or framework) that we leaned toward as a building. I can't say enough about how helpful the director team was whenever I reached out to them. Their being accessible has meant so much to me throughout this year.

The other piece that I wanted to get into was the importance of the vertical team. With the way our principal meetings were structured, we had a chance to hear what the commitment plan meant to other principals. So, that was instrumental for me in thinking about how it fits in with the needs of our building. At one of the most recent staff meetings, I had the opportunity to see the instructional practices of *Building Thinking Classrooms*. It helped me to determine how that would work with my staff. There was quick buy-in and turnaround in our staff where they were presenting and collaborating about the thinking routines in our staff meetings.

Hello, my name is Stacy Carter. I'm the principal at the Hub. My youngest child is at Tharp and my oldest is at Davidson. It was really cool to be standing here listening to Joyce and Scott. I work with them a lot on the initiatives and things that they're working on. But then when I see my kid, my own personal kids bring evidence of that back, it's really coming full circle. I'm here to talk as an administrator, so thank you. But also, as a parent, to see the work spread across the district is a really cool thing.



I am here to talk about our intentional collision teams, known as ICTs at the Hub. We are a unique building in that we don't have a traditional math or English department, but we have many different types of cool classes that we offer our students. But finding a commonality in discussing data between the art teacher, the beta teacher, and the English teacher felt weird. So, we focused these ICTs on thinking about different ways of learning. As you heard my colleagues highlighting collaboration, the collaborative nature is really where learning takes place.

So, this is what we do to personalize learning for our teachers. I have three coaches that are also classroom teachers. We need these coaches because we're asking our teachers to do difficult things, and they need a partner to work alongside them that's going through the same thing. The director team is great. I do what I can to support our teachers, but to have someone in the trenches who are going through the day-to-day with you is where that learning happens. So, we personalize our PD just as we ask our teachers to personalize instruction for our students.

So, you can see up here, I just took a couple of screenshots. Our three coaches started off the year by providing an ICT self-evaluation tool where our teachers got to respond where they were with their thinking on the different pillars we were focusing on at the hub. So, once they got that feedback, the coaches sat down and made a game plan on how they were going to support each of those teachers. They meet with them monthly and help them plan lessons. We go in, we observe lessons, we talk it through, and we give real-time feedback on how to improve. And then the other sheet is the ICT meeting notes. I'm not able to be at every single ICT meeting with the staff. So, my coaches do a really great job of documenting what they went over. So, I'm able to have those instructional conversations with the teachers in real-time. We are a building that works together for all to improve.

The Hub-
Intentional Collision Teams (ICTs)

3 Coaches
Personalized PD
Planning/Observing/Reflecting
Common Theme

ICT Self-Evaluation Tool

Name: _____

Please answer the following questions as accurately as possible. This will help serve as a starting point for each of us. Thank you!

How often would you say the following statements are part of your regular classroom routine: PLEASE CIRCLE YOUR CHOICE.

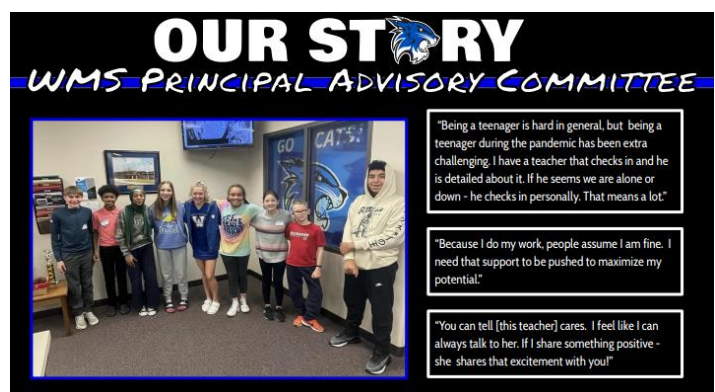
	Daily	Weekly	A few times a month	Seldom
1. I use the design thinking framework to help guide the student learning experience (building empathy, defining a problem, ideation, prototypes, and test).				
2. I implement the Workshop Model as part of my classroom structure (attention getter, mini lessons, student practice, reflection).				
3. I assess student progress based on using mastery rubric design.				

Follow-up: _____

Strategy 6: Student Focus Groups

Principal Matt Middleton, Hilliard Darby HS
Principal Katherine Hueter, Weaver MS
Principal Holly Meister, Scioto Darby ES

Our team has the honor to celebrate and highlight student focus groups with representation from elementary, middle school, and high school. I am Katherine Hueter, the principal of Weaver Middle School. And personally, I would say this work was transformational. to be able to hear student voice and carve out that intentional time to give students the platform to share what's going on in their world and what it looks like to be a student Weaver Middle school. And one of the most powerful parts of that is giving them that platform when you take



time to listen and to learn. They have a lot of incredible things to say that we can learn from as adults. Our principal advisory committee was made up of students from all different experiences, backgrounds, and involvements, but when they came together, they shared a lot of common themes of what it's like to be a teenager. At the end of the day, they are why we do what we do.

So as an administrator, it was incredibly important to carve out that intentional time. We also learned that a lot of their feedback mirrored the work that we're doing within our commitment plan. So, I just wanted to share and highlight a few takeaways from our group, and honestly, I could share so many more. But just to pull out a couple of eye-opening lines from that experience. And we just asked some open-ended questions and just listened, and they had a lot to say, which was great for us to hear.

But they highlighted that being a teenager is hard in general. I think we can all agree, like going back to our experiences, we've all lived that. But being a teenager during the pandemic was extra challenging, and they wanted to make sure that we noticed. In addition to noticing, they appreciated when people took the time to check in and connect and to make sure they were okay. One student said, I have a teacher that checks in, and he is detailed about it. If he sees that we are alone or down, he checks in personally, and that means a lot. Another student shared that because I do my work, people assume I'm fine. I need that support to be pushed to maximize my potential. And lastly, you can tell that this teacher cares. I feel like I can always talk to her if I share something positive, she shares that excitement with you.

In giving our students a platform to share and have a voice, it's remarkable what they're able to come up with and what they have inside them, which gives us so much hope for the work that we're doing daily with our students at Weaver. And lastly, I want to note the impact our teachers have every single day within our classrooms and how often they notice every single student without exception.

Good evening. I'm Holly Meister. I'm the principal at Scioto Darby Elementary. I'm going to share with you a little bit about how I also use student focus groups, but went a different direction with looking specifically at the experiences that our students are having during math instruction.

I asked the third, fourth, and fifth-grade teachers to send me a diverse group of students so that I could interview them about math. They were super excited and shared a lot of very insightful things. I'm going to share a few of them with you.

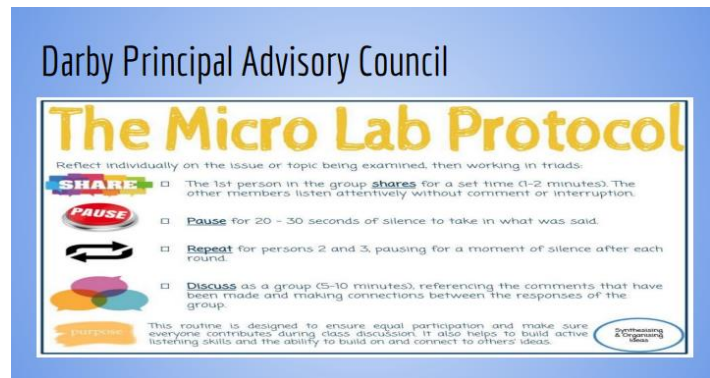
I asked them open-ended questions about what they liked and disliked, and what they want to keep doing and what they no longer want to do in math. I'm sure you can imagine I have a lot of notes from that meeting. I was surprised by some of the things that they like. They like challenging questions, learning new strategies, and having plenty of time. They like things that help them in real life. Then somebody said I don't like tests. Some of them said they don't like it when something seems too easy. So, it was insightful for me.



Then I had just started to do the work in the *Building Thinking Classrooms* book. It was perfect timing because I found that the things that the students were saying they liked or disliked, aligned perfectly with the principles in that book, which also aligns nicely with our commitment plan with engaging experiences for students. Thinking about a couple of our action steps on our commitment plan being around the importance of deeper thinking and collaboration. Another action step is specifically about making sure that we give our teachers the professional development to be able to provide those experiences. So, I purchased the book for everyone and was super excited and kicked it off in a staff meeting. Then we followed up in our data teams with conversations around each of the chapters. Like I said, you'll hear more about it later. Currently, we're in the midst of some of our teachers visiting teachers in other buildings who have already gone through the book and are using the *Building Thinking Classroom* principles. So, they are watching in action and coming back and putting into practice. That's how simply sitting down and talking with some students led to where we are now.

Hello everyone. I'm Matt Middleton, the principal of Darby High School. A lot of times when we were sitting in our leader leadership meetings and we think about what we want our teachers to do, one of the things gets lost is student voice. So, one of the things that we wanted to do was create a principal's advisory council. I'm going to give you a little bit of a background on how we went about it. We threw it out to all juniors and seniors. We also put together a survey asking why they would want to be involved in something like this because we knew we would have to bring it down depending on

the number of interested students. We had about 80 students that were interested in being on the advisory council. We also had to consider that we have three lunch periods, College Jumpstart, wanting diversity, and many other issues to consider at the secondary level. So, we had to make sure we were intentional about who we selected. We selected 24-25 students and meet with them once a month in the media center.



One of the first things we did was talk about what they wanted their teachers to know about them as a learner, a thinker, and effective feedback. We listened as the students talked. Then we sent out a survey with a few more in-depth questions about what does it look like as a learner and for thinking in the classroom. We got some very good responses that we took to our teachers. Some of the responses were positive, and some were about areas where we can improve. We had teachers the students identified as having a positive impact present their strategies to the rest of our staff.

I think the students were very appreciative, especially when we asked them if they were seeing any changes in their classrooms. They all said that they were. Giving our students a voice has been a huge tool for us.

Strategy 7: Building a Deep-Thinking Culture

Michael Heitzman, Principal, Norwich ES

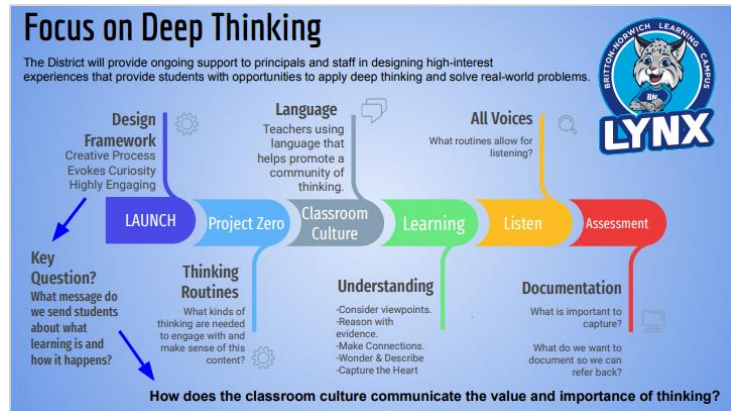
Christy Dameron, Teacher, HTE

Alicia Tremayne and Elaine Lindenbaum, Teachers, HMS

Betsy Long & Dr. Kim Kembitzky Kembitzky, District Math Leaders

I'm Michael Heitzman, principal of the Britain Norwich Learning Campus, specifically the Norwich Building. And I have this fabulous group with me. And we get to talk about strategy seven, which is really focused on deep thinking. And I would tell you that all these strategies, pulls it all together as we think about what are the small shifts that we can make in our buildings, and in our schools.

What are the small shifts that we can make with regards to thinking and learning in the classroom? How do we take our kids deeper? The group behind me is going to reflect on a resource that's been referenced a lot tonight, the *Building Thinking Classroom*. I'm going to describe some of the small shifts that we've taken and how it applies to all of our buildings in the district and on the campus.



We started with the design framework and getting kids to be curious, to think about questions, and to notice and wonder. But one thing we kept thinking about was how do we continue to elevate their thinking? And it led us to that key question at the bottom. **How does the classroom culture communicate the value and importance of thinking?** And there are several things that we can look at. We can think about our own language as teachers and the language of understanding takes a lot into impact. You know what I'm thinking about feedback, how does that elevate understanding? When I'm thinking about identity as a thinker, the language that I use to identify myself as a thinker is key and important.

You've heard thinking routines used tonight. Project Zero out of Harvard. Is an organization that looks at a lot of great thinking routines that elevates thinking. So, before we started talking tonight, I might have had you take a piece of paper, divide it into quadrants, one labeled connect, one labeled extend, and one labeled challenge. And as you were listening tonight, you might make some notes about things that challenged your own thinking or connections that you made, or something that extended your own learning. That's a simple thinking routine that you can use on an ongoing basis that elevates understanding and thinking. With regards to understanding, all voices are important. You have to take time to listen, but you have to think specifically about what are you listening for. And then documentation, thinking routines, understanding, and building thinking within classrooms leads to a lot of documentation. What are we thinking about gathering from our students? So that was quick, but I'm going to pass it off to this group to talk about a wonderful resource with you.

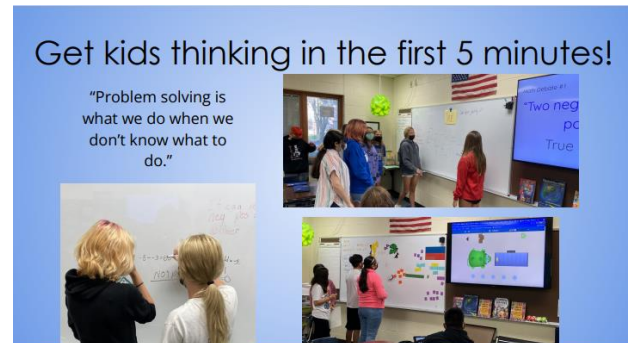
Hi, I'm Kim Kembitzky, secondary math leader, and I am thrilled to share with you our experiences with this *Building Thinking Classroom* resource. We, Betsy Long and I, each have had a book talk with our teachers this year. I held mine the secondary teachers

Building Thinking Classrooms
by Dr. Peter Liljedahl

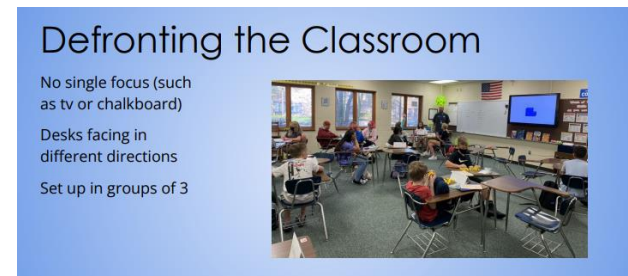
Approximately 70 Elementary teachers and 100 Secondary Math Teachers have participated in HCSD Book Talks during the 2021-22 and 2022-23 school years.

and she's working with elementary teachers. We've had almost 170 teachers involved in the beginning stages. We have some teachers with us that are going to share their experiences with students. As we go through the slides, you'll see students from elementary through high school working on this. It's almost May and we have been working on this since August and the teachers and students are still highly engaged and excited about using these strategies. We're going to start an elementary teacher talking about her experiences.

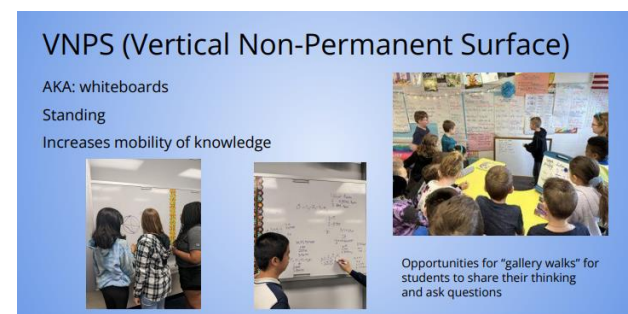
Hi, my name's Christy Dameron, and I teach third grade at Hoffman Trails. These are some pictures of our class. I had the privilege of doing the book talk with Betsy this school year. I have two takeaways that I think have made a huge difference in my classroom. The first one is my classroom looks very different than it used to. There's not a front of the classroom. We use all the board services around the room, which is a change you can see when you walk into my classroom. Secondly, the students have learned how to become good communicators. They're better listeners than ever before, and in the end, they work together to solve rich, deep-thinking math problems. And I find it impressive that those three things have all come together through the skills that I've been able to easily implement from the book talk. I'm going to pass it to secondary.



Hi, I'm Elaine Lindenbaum, and this is my colleague, Alicia Tremayne. We're both teaching seventh grade math at Heritage Middle School. So a few things that you'll see if you were to come into our classroom, like Christy said, is that we de-fronted our classroom. We are intentionally putting instructional groupings around and we have students with visible random groupings, so students know that their teacher did not pick their group. We're teaching students that the soft skills of you may not be best friends with the students in your group, but you're going to have to learn to get along, collaborate, and communicate effectively today.



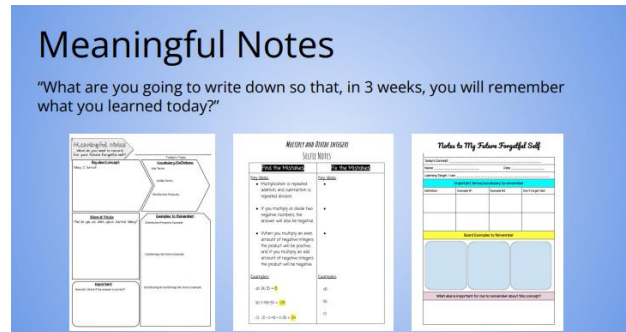
We also use vertical, non-permanent surfaces, in our classrooms, which is another way of getting our students up and mobile within the classroom. Alicia and I presented at a staff meeting earlier this school year. And even though this book is about math specifically, we have colleagues of ours that may teach something else like language arts and they immediately took it back and said, I'm trying that tomorrow. I bought all these things on Amazon. Can I borrow your whiteboard markers and all these things. And so, this is already impacting their students. We can't wait to welcome Christy's students in the next few years and see the impact of being expected to be learners and thinkers each day.



I (Alicia Tremayne) don't have a ton of things to add. I feel like everybody's said a lot of things, but if anyone has ever been into like a math meeting or been with math teachers, we're pretty type A people.

So, to get 170 math teachers on board with an entirely new type of strategy is actually amazing. So, it has been awesome to see the transition and I feel like since Covid, this is what we all needed. Our kids were not collaborating and communicating with each other for several years, and now they are talking a lot more with each other. They're thinking about math. They're excited to come to the classroom. And I teach EL students and sometimes the communication can be very challenging, but they work together, they're communicating with each other, they're learning how to be empathetic. And so, from my highest learners to some of my inclusion and EL students, it's just been a game changer. I can't speak enough about how much this has transformed the math world.

(Kim Kembitzky) One other strategy we wanted to share is that it's not just about the tasks on the board or the random grouping. There are 14 strategies, one of which we're using more in the high school. We're getting away from those guided notes, just filling in the blanks and making the students reflect on how can they personalize what they're learning in that lesson that they'll remember three weeks from today and that are meaningful. So, we just have a couple examples of how we've created these organizers for students to be more thoughtful on the types of notes they take in a lesson.



There are 14 strategies. Each one has its own chapter in this text. I liked these slides because they talk about the equity and access piece of each strategy and why it is important for all students. These are just here for you. I'm not going to go through all these, but there's a lot of depth to this program and we're so excited about it.



Strategy 8: Monitoring Our Progress

Jill Abraham

And then our final strategy was monitoring our progress throughout the year. Our principals and their teams shared their original commitment plan in October. We've heard them talk about data teams, which have happened all year. A couple of the schools referenced the 40-day focus, and we allowed them to really dig into one of those areas and go after it for 40 days. And then when we came out in January to do instructional rounds within the schools, we were looking specifically for that 40-day focus area to see what do we see in classrooms.

Student focus groups is another way to monitor our impact in the classroom. Most recently, we've been working on a 12-week focus on designing for engagement. We are getting ready to send out our next survey to teachers and principals just completed it just like they did last spring to see where they want to further their learning as we look ahead to next school year.

So, the next steps include our end of the year review. The star and data analysis that comes each spring and summer will allow us to look at real-time data to see what has been the impact in classrooms. Again, the survey that I told you we will be getting here from teachers at our next Hilliard U. And then we'll begin looking to incorporate the portrait of a learner into the commitment plan for next year. So that is our end of year review. I have to say I'm incredibly proud of the director team who you heard repeatedly as being a great support to our buildings.

Next steps

End of year review
STAR and State Data analysis
Teacher/Principal Feedback for Planning Year 3
Incorporating the Portrait of a Learner

Are there any questions?

Mrs. Crowley said I don't have questions, but I'm so impressed. It's going to take me days to figure out how to respond to this. It was incredible. The work that you're doing is amazing. The focus groups, the gallery walks, the building fact fluency, building thinking classrooms, the random grouping, the responsive teaching, lie wow, I am beyond impressed. I wanted to clap after each one of you. I really had to restrain myself. So wonderful. Thank you so much for all the work that you're doing with kids every day. It is going to make a huge difference. You just wait and see.

Mr. Stewart said I'll give you two takeaways. But first, I want to thank this group. At this time of year, whether you're a teacher or principal at any grade level you're under siege. And we just added another night to their lives. So, I want to thank them all for being here and the work that they're doing. The two takeaways that I would want you to walk away with are (1) regardless of any profession, the fatal failure in most plans are that they're done in some interval and then they're put on a shelf and they're not taken out again until the next interval. And that is not the case in our situation. Hopefully, you saw that our commitment plan is driving the work every single day in this district. And then the second part of that would be that the work that it's driving is highly technical, highly skilled, and being performed by people who are really good at what they're doing. Those are the two underlying points that we wanted you to walk away with. But obviously there's so much work going on throughout the district. It was

difficult to narrow it down. But it's all tied back to that commitment plan and that's again, what we want you to take away.

Mrs. Crowley said as a parent, I'm just so excited and as a teacher, I'm so jealous. Those TVTs sound intentional and thoughtful and helpful. And I want to go on those instructional rounds. I would love it if you can make that happen down in Southwestern. I would love that teacher-to-teacher learning. It's so important, and we never get to do that. I have a student teacher this year, and she went to all the different kindergartens and then went to each grade level. And every day she'd come back and I'm like, what did you learn today? Tell me, and what she would say the other teachers were doing was so exciting, but I never get to see that. So, we have such great teachers in our district, and you guys have incredible teachers too. And to learn from each other is so meaningful.

Mr. Perry said thank you all for that amazing amount of work that you've put into this. But I think what it really shows is, and Dave touched on this as well, is that people don't recognize the level of depth that it requires to be an educational professional. This is truly a high-level profession at the highest degree. In fact, I had the privilege of watching my sister talking to new parents and kindergarten teachers talking about things like pre-reading and how it makes sense. Those kids in every one of your classrooms and schools, they're just having fun, and they're learning. But there's so many layers of depth on top of that. You may just be coloring, but that makes motor skills. They may be doing color identification or they may be sequencing it. There's an intentionality to this, and I can't even comprehend all the things that Kara just said, but I can say that, as a non-educator myself, that provides a window for our community to understand just the level of depth that really goes into this. And so, I can't thank you guys enough for that. It's really something to behold.

Mrs. Long said thank you all for being here tonight. The message that I got around there's lots of things here and just like Kara said, it is going to take a long time to digest it all. The collaboration of all of you and how you are teaching our students. As a parent, that just hits my heart so well knowing that they are learning that in the classroom. So, thank you guys for being examples and also making sure that is part of their day.

Mrs. Murdoch said we joked as you all walked in, how many people there were, but I really appreciate that there were so many of you who got to share your stories. Dave, a hundred percent, I agree. In my day-to-day world in business, I see so many great plans put in place that are just never followed through. And this really shows that the commitment in the commitment plan and that everyone is really committed to this. And I see it in my kid. Some of the things you were talking about, I'm like, yeah I understand where that's coming from now. So, it's a great thing to see. Thank you.

Mr. Vorst said it makes sense now why there were so many people that walked in because to relay all the work that you did would be hard for one person. I just want to reiterate what everybody else said. Thank you so much for all the extra time, effort, and energy put in to this work. We really look forward to seeing the results and what the next step has for everybody. So, thank you very much.

9. Policies submitted for a second reading:
 - a. BDDA – Notification of Meetings
 - b. IGAE – Health Education
 - c. IGCH-R (Also LEC-R) – College Credit Plus
 - d. JHG – Reporting Child Abuse and Mandatory Reporting

e. LEC-R (Also IGCH-R) -College Credit Plus

We have a list of policies for a second reading. They are all pretty straightforward, and all changes were recommended by OSBA. If you have any questions or comments, now would be the time for that.

Mr. Perry said these are all mostly required by OSBA. Mrs. Long said they are all required by OSBA. Mrs. Murdoch added that they all seem pretty straightforward and made sense. Mr. Perry said the only question was about the redlined paragraph in IGAE. He said that language didn't seem to conflict directly with the new language, but just wanted to know is that also recommended by OSBA. Someone answered yes.

10. At 8:25 p.m., the Board of Education caucused to executive session to consider information related to negotiations with other political subdivisions respecting requests for economic development assistance.

We do not anticipate any action following the executive session tonight.