

## mission

The mission of the Education Division of Buckeye Community Hope Foundation is to establish strong public community schools by adhering to quality authorizing practices, ensuring responsible oversight, and setting high standards for school performance.

## vision

The Education Division's vision is strong communities of healthy, well-educated students, and a future in which all students have access to a high quality public education. Ohio thrives as increasing numbers of schools graduate students equipped to assume a positive role in society.



# A MESSAGE FROM OUR DIRECTOR

It has been such a privilege working as the Director of the Education Division for Buckeye Community Hope Foundation (BCHF) for the past eighteen years. Since I began my journey with BCHF in 2005, the charter movement has seen many changes and BCHF has changed as well. Our Education division has grown from sponsoring three schools in 2005 to fifty-two schools in 2023. In support of the schools that we sponsor, our division has expanded our breadth of expertise and grown from a staff of two to our current staff of seventeen, continually expanding our expertise in all areas of education.

As much as I have enjoyed and found fulfillment working as the Director of the Education Division, I've decided that I would like to spend more time with my grandchildren Luke and Lily, children grow up so fast! As such, I will step down from my position as Director at the end of this school year. As of July 1, 2023, Jennifer Schorr, the Division's Associate Director, will step into the position. Under her leadership, I am confident the Education Division will continue to grow as an exemplary sponsor, one that truly cares about Ohio's students and the entire charter school community.

Although my time as the Director of the Education Division is coming to an end, I'm not leaving Buckeye all together. I plan to stay on in a consulting capacity within BCHF's newest division "Bridging Community Hope". Bridging Community Hope, headed by Stephanie Klupinski, VP of Legal and Expansion, will explore opportunities to "bridge" the gap between affordable housing and quality school choice in areas outside of Ohio. We know that access to good schools is important to families but access is too often limited for economically disadvantaged families. BCHF's commitment is to serve the underserved, from housing to education.

Leading the Education Division has been an amazing experience. I leave with wonderful memories, friendships, and many great stories. Thank you to my fabulous staff, and to all the dedicated school leaders, teachers, and education stakeholders I've had the pleasure of working with over these past years. I've learned a lot along the way, but now more than ever, I am certain that education has the potential to literally transform lives and communities. Providing high quality education opportunities for all students is a moral imperative, and we have a lot of work to do to ensure that **all** students have equal access!



## SPROUTING LEADERSHIP FOR SCHOOL IMPROVEMENT

*by Carol S. Young, Ph.D., Department Lead, Accountability and School Improvement*

It is springtime in Ohio, a glorious season! The dahlia tubers I have hidden all winter are starting to sprout even though I cannot plant them yet. I will wait until Ohio's spring frosts are over. I am cautious with the tubers. A beautiful new dahlia flower comes from hardy sprouts off last year's tuber. (Pictured left: Dahlia "Purple Rain")

Educational research is clear. Whether your title is Principal, Head of School, or School Leader, you are the essential tuber of the school. And, if you want a well-sustained school into the future, you will grow sprouts. Developing shared leadership is not just an exit



plan for retirement or job changes. Shared leadership is establishing a professional leadership community. A true leadership team approach is important for development, renewal, and lasting success of a school.

Shared leadership builds buy-in, competency, and skills within your faculty and staff. It also enhances the focus and efficiency of school leaders, allowing leaders to put energy into priorities and to delegate other responsibilities. Well-planned, shared leadership can enhance communication and productivity. As with a carefully planted flower, shared leadership brings many beautiful blossoms, or outcomes, all tied to the same stalk.

The Wallace Foundation funded a detailed study of school leadership and improved student learning. Their key findings included the following:

- Collective leadership has a stronger influence on student achievement than individual leadership.
- Almost all people associated with high-performing schools have greater influence on school decisions than is the case with people in low-performing schools.
- Higher-performing schools award greater influence to teacher teams, parents, and students, in particular.
- Principals and district leaders have the most influence on decisions in all schools; however, they do not lose influence as others gain influence. (Louis et al., 2010, p. 19)

Evolving over time, shared leadership can take many forms. According to the Foundation's research, shared or participatory leadership "style" can be anything from consultative to highly collaborative. Leaders need to develop their own style, beginning with a firm belief in collective efficacy, the capacity of school teams to significantly improve student outcomes. Shared leadership forces leaders to emphasize mutual trust and to move away from an "I can do it all" mindset. Leaders learn how to enable teams to make decisions and influence the direction of the school.

What should be the focus of shared leadership teams? Shared leadership will not move the achievement needle if its focus is planning field trips or assigning bus duty. Leadership teams are most effective when their work has laser-like focus on positive school climate and high-quality instruction. School leaders play a supportive role in fostering team trust, communicating personal regard and confidence, and leveraging resources (Louis et al. 2010).

Shared leadership looks like teacher-based teams utilizing the Ohio Improvement Process or collaborating in Plan-Do-Study Act cycles (Bryk et al., 2015). Shared leadership also involves students, parents and community members collaborating with school staff on a common interest or goal. This can be challenging--- picture entrusting plans for a costly new gymnasium to a team of parents and teachers when the school colors are purple and white! (The "Purple Soda Pop" gym in my former district did indeed create excitement and participation.)

Shared leadership needs to be well-planned with designated roles and responsibilities, time for discussions, and opportunity for teamwork. Only a committed school leader can make shared leadership happen!

BCHF is proud of the shared leadership models we see in several of our sponsored schools. In some, shared leadership teams assume responsibility and accountability for major initiatives like official STEM designation and PBIS recognition. In one, the superintendent is well-known for his close mentoring of building teams. He is now working with the community on a new preschool project while the principal and building level team oversee the academic program. One school leader recently discussed her approach to student leaderships teams with us and, yes, students were making important decisions for the school. Our sponsored schools reflect positive examples of teams growing new opportunities and improving student achievement. In many of these cases, leaders are not simply growing sprouts. They are becoming redwood trees.

Bryk, A., Gomez, L., Grunow, A., & LeMahieu, P. (2015). *Learning to improve: How America's schools can get better at getting better*. Boston: Harvard University Press.

Louis, K.S., Leithwood, K., Wahlstrom, K., & Anderson, S.E. (2010). Investigating the links to improved student learning: Final report of research findings. The Wallace Foundation.

# RICHLAND SCHOOL OF ACADEMIC ARTS OPENS GREENHOUSE

The Richland School of Academic Arts has opened their school greenhouse after beginning construction in late 2022. Though the greenhouse has just recently opened, there are big plans in store for the future. The school will soon open a culinary arts area that will be interconnected with the greenhouse.

“The goal was to create an outdoor learning space that we could incorporate math and science through hydroponics applications as well as grow food that can be used in our soon to be completed culinary arts teaching area,” said Scott Will, Superintendent of the Richland School of Academic Arts.

Students are enjoying the greenhouse and have begun small growing projects. First graders in Mrs. Zappone’s class have been the first to see the fruits of their labor; their seeds have now grown into small plants. Other students have started planting their own flats, consisting of tomatoes, flowers, and oregano.

“We want our students to work through the growing process of plants and vegetables just like they work through the growing process of education. They need to be planted, fed, pruned, and cultivated to create the best yield possible,” said Will.

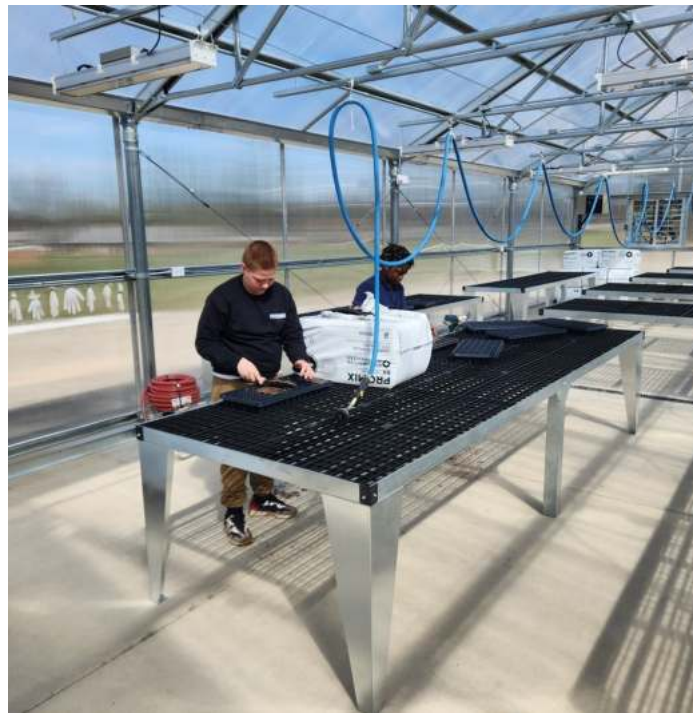
RSAA hopes that involvement in the greenhouse will connect students and families.

“We want to connect our students and families to working together to care for the greenhouse year-round and produce enough to provide food for our families, use food in our culinary kitchen, and support future growing processes,” said Will.

The greenhouse project provides another way to integrate the arts into the school’s offerings.

“The inspiration for this project is simple - provide students a snapshot of food production from seed to plate, provide healthy food for students and families, and expand our arts offerings in the building,” said Will. “This fits into our drive for our students/families to be deeply rooted in RSAA.”

Pictured below: Mrs. Zappone's first grade class planting flowers and two older students filling flats with soil for planting.



# EDUCATION DIVISION

spotlight

All of us in the Education Division would like to congratulate Nicole L. Brock, M.Ed., CDE on her recent DEI certification! We are proud of Nicole and her commitment towards fostering an inclusive culture not only at Buckeye, but to our schools as well. Nicole will be working with



our Education Division this summer on an internal DEI training. She will also be working with our School Improvement team to create PD offerings for interested schools and board members.

**Tell us a bit about your DEI certification: what does it mean and how does one become certified?**

The Institute for Diversity Certification (IDC) awards the Certified Diversity Executive (CDE) certification to persons who have proven knowledge and expertise in the areas of diversity, equality, and inclusion. Individuals must finish a rigorous training program and pass a thorough test covering themes such as cultural competency, corporate diversity and inclusion, and global diversity challenges in order to receive this certification. You must prove a complete comprehension of the core concepts and practices of DEI, as well as the capacity to use this knowledge successfully in your work as a CDE-certified practitioner. This certification is a valuable credential that demonstrates your experience and commitment to growing DEI in your workplace and beyond.

In addition, I am a licensed qualified administrator of the Intercultural Development Inventory (IDI), a tool that assists people and organizations in evaluating and strengthening their intercultural competence. These qualifications, when combined, enable me to successfully manage DEI concerns in job settings, as well as assist people and organizations in establishing intercultural competency and navigating complicated cultural dynamics.

**Why did you want to become DEI certified?**

I pursued DEI certification as I am deeply committed to fostering inclusive environments and enabling all individuals to flourish and achieve their highest potential. Acquiring my CDE certification has enhanced my comprehension of the intricate matters encompassing DEI. It has equipped me with pragmatic techniques and approaches for tackling these matters professionally. My primary goal in obtaining this certification was to enhance my proficiency and influence as a DEI specialist and to facilitate constructive transformation within my institution and the community schools we serve.

**How will this impact our education division and our schools?**

As a DEI practitioner, I can collaborate with our education division and community schools to design and execute DEI training and educational initiatives that enhance consciousness, cultivate cultural proficiency, and foster equity and inclusivity.

I want to underscore the significance of Diversity, Equity, Inclusion, accessibility, and belonging efforts in the contemporary global landscape. In considering the growing diversity in our organizations and community schools, we must cultivate heightened awareness and appreciation for differences to foster more inclusive and equitable environments. Diversity, Equity, and Inclusion (DEI) are essential for achieving organizational excellence and advancing community development rather than a mere buzzword.

Sustaining this work requires continuous pursuit of knowledge, introspection, and a steadfast dedication to implementing change. I am thrilled to join Buckeye Community Hope Foundation in this critical endeavor and eagerly anticipate engaging in a collective effort with all invested stakeholders to cultivate constructive change.

# MATH MINUTE

Brit Seward, M.Ed., School Improvement Representative, Math Specialist

## Data Says Teachers and Students Need More Time with Mathematics

Students are performing poorly in mathematics at every level from kindergarten through twelfth grade. Ohio State Test (OST) data reports from Spring 2022 show a combined performance index of 45.7 and

a passing percentage of 15.6 for all Buckeye sponsored schools (Nicol, 2023). Research shows that increasing the quantity and quality of instruction can help students reach higher achievement in mathematics. Therefore, BCHF data would suggest, students may need more time exposed to high-quality mathematics instruction. So, why is mathematics placed secondary to reading as it relates to intentionally planning instructional minutes?

Best practice recommends first- through fifth-grade students receive at least ninety minutes of evidence-based mathematics instruction during school hours. Unfortunately, the trend in schools has been to provide 60 minutes of instructional time in elementary, and even less middle and high school. A 2017 [Illinois-specific study](#) showed that each day, an average of 132 minutes (about 2 hours) is devoted to English Language Arts (ELA), while 72 minutes are spent on math. Let's face it, we are in a mathematics crisis. We must be willing to shift policies, practices, and procedures to align with the need for more instructional time.

What will you do to provide teachers with more uninterrupted instructional time in mathematics? Are you willing to change your master schedule to align with your school's mathematics goal? Will mathematics intervention classes, and instructional blocks be added to current class times, or forced into an already limited class period? Have you considered whether students are engaged in high quality teacher-led intervention, or have you relied on computer-based programs as replacement? As school leaders, you must be willing to reimagine the structure of mathematics in your school as a preemptive response to students' need for more instructional minutes. A change in preparation and expectations around instructional time may just be what your students need for growth and achievement in mathematics.

## BOARD MEMBER spotlight



Buckeye Community Hope Foundation (BCHF) recognizes the important work that governing board members do in supporting their school community. In recognition and support of this hard work, BCHF is highlighting one board member each month in our sponsor newsletter.

This month, we are shining a light on Jonathan Petrea, Treasurer of the FLEX High School Cleveland board. **The mission of Flex Cleveland is "to empower students to attain high academic achievement while empowering them to reach their post-secondary dreams and goals. We fulfill this by implementing a student-centered approach to individualized blended and remote learning."**

Jonathan has been a board member for 3 years. Outside of being a board member, Jonathan owns a small public affairs firm in Cleveland and runs various issue campaigns, policy advocacy projects and advises private sector clients in navigating policy into action. Jonathan enjoys all sorts of outdoor activities, exploring all aspects of Cleveland, and walks with his Springer Spaniel Buckley.

### **What have you learned over the years about running board meetings, and what changes have you made as a board member that help meetings run more efficiently?**

Reading materials prior to the meeting and constructing concise questions when necessary so that answers can be the same. Also, keeping the focus on the mission of Flex, prioritizing the students and their needs and ensuring that all the necessary support systems are in place.

### **How do you solicit and retain new board members?**

We have a great group of board members with diverse backgrounds and relationships and as we determine the need and what we feel is needed, we make recommendations and vet the

recommendations and the choice is made based on the need the individuals fit and what they bring to the table.

**What are some of the proudest moments you have had as a board member?**

Our very first graduation.

**What part of the school's mission do you most connect with?**

What connected me to the mission of Flex is that we provide an environment and the resources for students to complete what they may not have been able to complete in a traditional school, to prepare them for the next phase of their academic journey or the beginning of their career. Every student deserves to enter that next phase of their lives prepared.

All of us in the Education Division of BCHF appreciate the commitment to students that Jonathan Petrea has shown. We hope, in sharing these stories, others will consider serving as community school governing board members.

## MAY COMPLIANCE UPDATE

### Emergency Evacuation Drill Logs

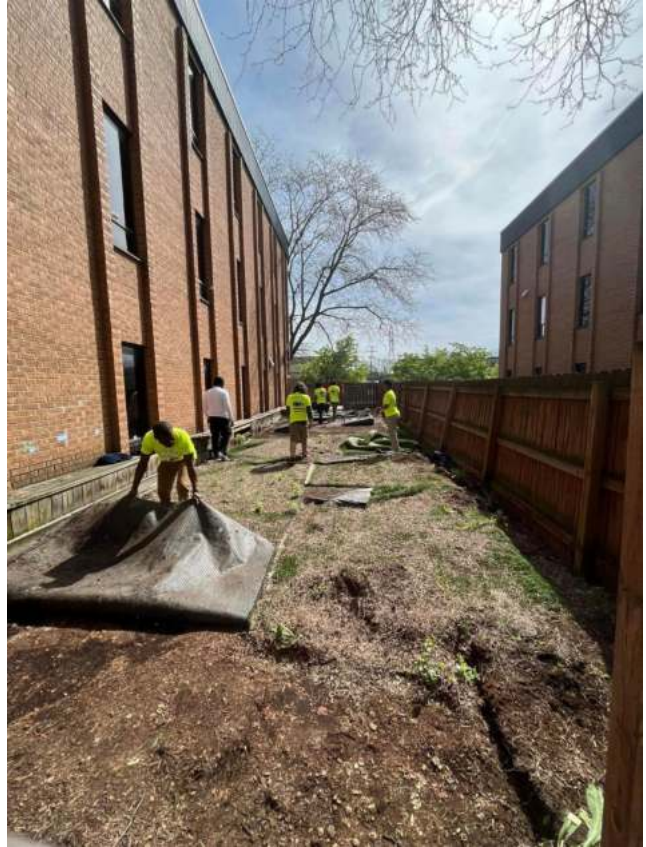
Please remember schools are now required to enter the drill log information directly through an OH ID account. Please provide a screenshot to your BCHF rep when completed.

In accordance with Ohio Revised Code 3737.73, educational facilities with more than 20 pupils are required to conduct emergency evacuation drills. In accordance with Ohio Fire Code 405.1.2, the Record of Emergency Evacuation and Tornado Drills shall be submitted at the middle point of the school year and again at the end of the school year to the Division of State Fire Marshal. To streamline the process, the Division of State Fire Marshal Code Enforcement Bureau has implemented an on-line reporting system.

## FOCUSING ON MENTAL HEALTH

Phase 1 of *The Lounge* at Focus North High School is underway! The new project is being run by Mr. Leb and the student construction team. The space will “FOCUS” towards students' physical and mental health; it will be a safe place for the school community, fellowship, and celebrations.





# SCHOOL spotlights

Akron Career Tech High School students celebrated Earth Day by doing a clean up!

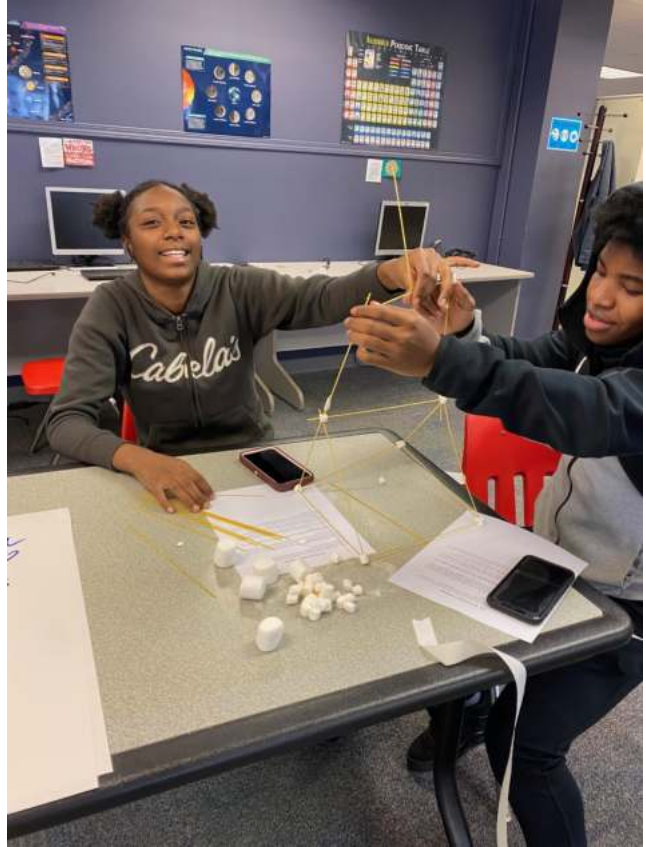


The **Horizon Science Academy Dayton Downtown** Future City Team visited the Mayor of Dayton to present their future city project, "Eclipse City". The mayor was impressed with the students' ideas and praised their commitment to finding solutions for future cities. He expressed his gratitude for their efforts and encouraged them to continue working toward their goal of creating new projects.



STEM Club students at **Promise Academy** have been hard at work and having fun with Ms. Brisson! Students did a frog dissection and have been making microscopic discoveries.





Students from **The Dayton School** attended the 35th annual Miami Valley Career Development Conference luncheon and awards ceremony!



# OHIO AFTERSCHOOL CHILD ENRICHMENT EDUCATIONAL SAVINGS PROGRAM

The Ohio Afterschool Child Enrichment (ACE) Educational Savings Account program provides qualifying families with a \$1,000 credit per child. These funds can be used to pay for a variety of educational activities designed to help accelerate learning for children impacted by the COVID-19 pandemic. The ACE Educational Savings Account program is available to any Ohio child ages 6 to 18 years old (who hasn't graduated from high school) who meets at least one of the conditions below. See additional details here: <https://education.ohio.gov/ohioace>

## UPCOMING EVENTS

We are mindful that many of our schools are testing and holding end-of-year events this month. However, please check below for upcoming professional development sessions and an exciting announcement about our Leadership Summit! You may register by clicking on the session name OR by going to our catalog [available here](#).

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### [High School Cohort #3 – May 4, 2023 – 4:00 to 5:30 P.M. – online via Zoom](#)

Join us for the latest update regarding CTE and workforce literacy. Then end of the year is a great time to gather ideas about graduation issues, end of year celebrations, and high school success and common barriers.

### [Strategies for Teaching Word Problems – May 11, 2023 – 4:00 to 5:30 P.M. – online via Zoom](#)

Teaching students how to solve word problems is important for math concept and skill application. Knowing the different types of word problems can help you better understand how to teach math word problems. In this interactive session, we will learn about the types of basic one-step addition and subtraction word problems, the subcategories within each of them, and practice solving and teaching specific examples.

### [ANNOUNCING - BCHF's SCHOOL LEADERSHIP SUMMIT:](#)

#### **“Leading Through the Fire”**

Buckeye Community Hope Foundation is excited and proud to announce “Leading through the Fire” as the theme of its 2023 School Leadership Summit. We will hold the Summit on June 8 and 9 at Quest Conference Center in Columbus. The Summit is BCHF’s premier professional development event of the year. We are pleased to hold this event *in person* after three years of virtual summits due to COVID.

BCHF selected the theme “Leading through the Fire” based on our annual needs assessment in which schools voiced consistent concerns for student well-being, behavior, and positive school culture. The overall goal of the Summit is support for school leaders and leadership teams in intentionally planning for, developing, and maintaining a positive school



climate. And, as you can see by its title, we plan to have a lot of FUN with this theme (no real fire though!). We encourage leaders of all our sponsored schools to attend, and to consider bringing building leadership team members.

Features of the Summit include a guest presentation by Tara Ruckman and Stephanie Howell of “Control the Chaos” and a panel of school leaders who will discuss best-practice strategies for positive school climate. Sessions will present information, discussion, and activities about ways to support teachers with positive climate and discipline, ways to support students, deeper understanding of leadership for PBIS, and de-escalation techniques. The Summit will feature some interesting learning formats to celebrate being in-person this year and to encourage networking and interaction among participants.

BCHF will host the Summit at Quest Conference Center near the Polaris area just north of Columbus. Please note that the address for Quest has changed since our last in-person meeting--- the address is now 9200 Worthington Road, Suite 400. The Conference Center is nearby to several Polaris-area hotels just off I-71, and to the Polaris Fashion Place shopping center.

Registration is now open for the Summit! Please register early to ensure access to all advance registration mailings. The registration link is as follows: <https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=4368934>

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Have a story or event at your school you would like to share? Send it to Hana, Strategic Communications Specialist: [hchandoul@buckeyehope.org](mailto:hchandoul@buckeyehope.org).

## BUCKEYE COMMUNITY HOPE FOUNDATION

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