WESTERVILLE CITY SCHOOL DISTRICT

WHERE YOU BELONG

Performance Objectives &
Strategic Priorities

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VISION, MISSION AND VALUES STATEMENT

Vision

Our vision is to be the benchmark of educational excellence.

Mission

Our mission is to prepare students to contribute to the competitive and changing world in which we live.

Values

The Westerville School District and those who represent it acknowledge that an educational institution must promote, uphold and reflect the values for which it stands, as well as those for which its community stands, in all work and learning environments under its care. Driven by a vision to be the benchmark of educational excellence, the Westerville School District strives daily to exemplify the following organizational values:

Respect
We recognize individuality and that every person has worth, dignity, and the right and ability to learn and contribute.

Inclusiveness
We believe every person should have an equal opportunity to access and participate in all educational offerings.

Community
We are an integral part of the community and contribute to its success.

Communication
We foster opportunities to listen, question, reflect, and share thoughts, ideas and insights.

Collaboration
We embrace our diversity, interdependence, and the importance of learning from and with each other throughout life.

Innovation
We encourage creativity in the advancement of new ideas.

Nurturing
We ensure a safe and welcoming environment that allows every person to maximize his or her potential and character.

Trust
We deliver on our commitments and demonstrate consistency between our actions and our words.

Accountability
We are accountable to our students, our community, and each other.

DISTRICT INFORMATION

Board of Education

Vaughn Bell

Gerrie Cotter

Tracy Davidson

Dr. Nancy Nestor-Baker

Rick Vilardo

Dr. John R. Kellogg, *Superintendent*

Nicole Marshall, *Treasurer/CFO*

Westerville City Schools

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STRATEGIC PLANNING
SUMMARY

Westerville City School District (WCSD) officials in 2013 launched an aggressive Strategic Plan to shape the district into one capable of meeting the needs of 21st century learners.

Four years into the implementation of this plan, district officials reached an important "checkpoint." It was time to reengage the community, review progress, and identify any needed adjustments to the plan. The checkpoint also offered participants an opportunity to share additional ideas and expectations for their schools.

Participation in the review was open to anyone interested. Those who committed to the process first gathered in a large-group meeting one evening to learn about recent progress and share feedback on current strategic plan components. They reconvened at a later date to engage in small-group conversations and delve deeper into feedback obtained during the large-group setting.

This document is an effort to recognize district progress, summarize recent modifications to the plan, and honor the work of everyone who participated at any point in the plan's development. As a result, the Westerville City School District's Strategic Plan incorporates input from more than 500 residents, parents, students, business professionals, civic organizations and others who helped identify what our community desires most for the education of its youth.

PERFORMANCE OBJECTIVE
Every Student Achieves Academic Success

WCSD's mission statement is "to prepare students to contribute to the competitive and changing world in which we live." Teaching and learning is the core function of the school district's academic program and the means by which it achieves that mission. An effective academic program is designed to meet the needs of individual students and is characterized by a strong curriculum and impactful instructional practice. Our professional staff is the key to the success of the academic program as it is their commitment and expertise that drives the success of every student, every day.

KEY TARGETS

- WCSD strives to maximize the potential of each student and to graduate college and career ready.

- WCSD is committed to providing student-centered instruction that:

    o Uses student data to guide the design of classroom instruction;
    o Is supported with evidence that it meets student needs;
    o Is responsive to a diverse student body; and
    o Promotes the development of 21st Century skills including collaboration, creativity, communication, and critical thinking.

- WCSD will provide curricula that:

    o Is aligned to rigorous standards,
    o Can be delivered in a variety of ways to meet student's needs,
    o Includes a multicultural perspective, and
    o Reflects the needs of a 21st Century world.

HIGH LEVERAGE STRATEGIES

- Follow the Curriculum and Materials Adoption Process to regularly review and revise the district's curriculum and instructional resources, ensuring that:

    o The written curriculum is aligned to rigorous standards that prepare students for post K-12 opportunities, and
    o Instructional resources are aligned to the curriculum and support effective instruction for each child.

- Execute the comprehensive, multi-year Learning and Teaching Roadmap to provide students with 21st learning & teaching environments, characterized by:

  o The integration of technology and use of evidence-based instructional practices;
  o Instructional spaces that support student-centered learning; and
  o Students who are engaged and attentive to their learning, persistent in their pursuit of mastery of the content or skill, and committed to their own growth as a learner.

- Ensure the district's comprehensive Professional Development Program provides opportunities for instructional staff and leadership team members to sharpen and expand their skills in the key building blocks of:

  o What we teach, how we teach, how we measure student mastery, and knowing our students; and
  o Leadership skills that contribute to the success of educational organizations.

- Commit to a culture of Continuous Improvement that:

  o Emphasizes team-based, collaborative decision-making processes as we strive to meet the needs of our students;
  o Engages critical stakeholders, whose input often leads to modified practices and innovative solutions;
  o Uses SMART (specific, measurable, attainable, realistic, timely) goals to bring focus to our work; and
  o Challenges us to get better as individuals and as an organization.

TOP THEMES EMERGING FROM 2017 STRATEGIC PLAN UPDATE

Theme	% of Respondents Supporting	Aligned to 2013 Themes or New?
Improve opportunities for students in areas like: (STEAM-Science, Technology, Engineering, Art, and Math/College Prep and Career Ready; Courses in highly technical areas; Higher level programming-coding, enrichment, etc.)	59.7%	B, E, F, G
Student-focused academic offerings; Broader range of offerings to students; Progressive offerings at Middle School; More High School Class Options & College Preparatory courses.	55.2%	A, B, E, F, G
Early intervention (for struggling students).	49.3%	New
Appropriate (academic) path for non-college (bound students).	43.3%	G

KEY THEMES FROM 2013 STRATEGIC PLAN

A. Teaching practices need to be student-centered, flexible, and reflect 21st Century skills with technology as a learning tool.

B. The district's curriculum and instructional materials should reflect the diverse nature of our community and the world students will live and work in.

C. Approaches to teaching and learning should reflect the fact that students come to school with varying degrees of readiness and support.

D. As the district implements changes to instructional practices there must be effective communication to parents and community members in an effort to gain support.

E. Core academics should be a priority, however the district should also maintain a focus on other parts of the curriculum and extra-curricular programs that support, develop, and enhance a variety of student interests and aspirations.

F. Student mastery of content knowledge is important but students also need to develop social interaction and real-world skills.

G. While the district offers a rigorous program of study that prepares students for post secondary opportunities there should be an emphasis on developing and providing a variety of academic program options to students at all levels and access to those programs should be made available to all students.

H. Technology has become an essential tool for learning and the district needs to identify strategies and work with families to reduce barriers to access.

QUALITY PROFILE INDICATORS AND MEASURES

- Graduation Rate

- Third Grade Reading Guarantee

- Performance on State Assessments

- Enrollment in Advanced Placement, International Baccalaureate, College Credit Plus, and Career Technical coursework

- Non Core/Required coursework offerings/opportunities

PERFORMANCE OBJECTIVE

Student learning is driven by recruiting, developing, and retaining highly effective and skilled staff members.

To deliver high quality education, districts must attract, develop, and retain effective teachers and staff. Culture and climate play an important role in a district's ability to do so. Districts that are able to offer their employees a safe and supportive working environment are better able to attract and retain good employees and motivate them to succeed.

KEY TARGETS

- The district strives to attract and retain employees who demonstrate strong interpersonal skills, a commitment to ongoing professional improvement, and the willingness to work in a collaborative environment.

- The district provides a variety of professional learning opportunities to develop and support employees to be highly effective.

- The district retains highly effective employees by creating a work environment where staff feel safe, valued and supported.

HIGH LEVERAGE STRATEGIES

- Collaboratively develop and review a long-range staffing plan that:

    o Contains requests for the allocation of personnel resources on a five-year, rolling cycle; and
    o Uses data to ensure a strategic, fiscally responsible approach to staffing.

- Create an annual recruitment plan, with input from executive leadership, to secure a qualified and diverse applicant pool that:

    o Aligns with building and department needs, and
    o Uses research-based screening tools to support recruitment initiatives.

- Continue for all employee groups the development and use of comprehensive performance evaluation systems that:

    o Foster ongoing discussions about organizational and professional expectations;
    o Support employees' personal growth, professional aspirations, and overall wellbeing; and
    o Improve individual performance and that of the district.

- Ensure employees have access to professional development opportunities that:

    o Support institutional and differentiated learning opportunities;
    o Meet their personal and professional needs; and
    o Allow and encourage them to support student learning.

- Use data to allocate and assign existing staff based upon

    o Equitable policies, and
    o Student and building needs.

- Develop a variety of opportunities and vehicles for staff to provide suggestions, input and feedback, such as:

    o Exit Surveys,
    o Professional Climate Surveys, and
    o Professional Development Surveys.

TOP THEMES EMERGING FROM 2017 STRATEGIC PLAN UPDATE

Theme	% of Respondents Supporting	Aligned to 2013 Themes or New?
Staff Training; Relevant Professional Development	59.7%	A
Focused recruiting; Great staff (maintain efforts to recruit skilled staff members)	49.3%	E, B
Diversity Training; Training for special needs; (provide training for staff in these areas)	49.3%	C
Technology competent staff (ensure all staff are)	47.8%	A
Support staff (ensure we are adequately staffed and that they have the appropriate skill sets)	46.3%	B

KEY THEMES FROM 2013 STRATEGIC PLAN

A. Instructional staff should use researched-based, student-centered, instructional practices that promote the development of 21st Century skills.

B. All staff should demonstrate strong interpersonal skills, a commitment to ongoing professional improvement, and the willingness to work in a collaborative environment.

C. Staff needs to have an understanding of the diversity of our student population and be able to design instruction to meet each student's learning needs regardless of the student's background or circumstances.

D. Using years of experience as a primary factor in hiring priorities limits the development of the district's human resource capacity. Factors including job performance, fit to the organization, diversity, and experience should also be given consideration in balance with financial considerations when hiring new employees.

E. District leadership should seek to attract and retain individuals who demonstrate desired skills and create a work environment for staff that removes barriers to job success.

F. The assignment of staff should be equitable and focused on student and school needs.

QUALITY PROFILE INDICATORS AND MEASURES

- Participation and positive and/or improved responses in professional climate surveys for each employee group and in triangulated data across the three employee groups

- Staff Demographics

- Responses on professional development surveys from district professional development opportunities

- Results from Exit Surveys/Questionnaires

- Equity Plan in Comprehensive Continuous Improvement Plan as required by the Ohio Department of Education

PERFORMANCE OBJECTIVE

The district will provide resources to support the social-emotional development and well-being of all students.

Children come to school from a variety of circumstances. The district recognizes that student learning is best supported by maintaining positive relationships between family, school, and community within a safe, caring, and supportive learning environment. Such an environment is provided through partnerships with school, community safety agencies, and mental and physical health agencies.

KEY TARGETS

- Provide support for all students by adapting instruction, providing and connecting students and families to additional supports, and encouraging students to be engaged in both academic and non-academic programs at school.

- Maintain a strong core academic program while offering a variety of co-curricular and extracurricular activities for students.

- Provide curriculum and programs that address the social-emotional development and well-being of all students.

HIGH LEVERAGE STRATEGIES

- Use the comprehensive school counselor curriculum and supplemental materials to provide a framework that supports the academic, social, and emotional growth of students by:
  - o Teaching social and emotional (SEL) skills via PATHS at the elementary level;
  - o Providing large group and small group lessons based on identified needs; and
  - o Utilizing data from Panorama and Naviance to drive programming, identify and document career exploration opportunities, and develop scheduling based upon student strengths.

- Foster collaborative partnerships with various community agencies and entities to:
  - o Build and strengthen relationships that best serve WCSD students and families;
  - o Expand resources WCSD is able to provide to its students and families;
  - o Develop a shared awareness and education of the needs of the community and schools; and
  - o Combine efforts to support the social and emotional health, wellness, and safety of students.

- Fully utilize the district's team of mental health experts and supplemental resources to provide:

  o Consultation, support, linkage, and crisis response to students and families;

  o Professional development in the areas of trauma, mental health, and wellness as identified by the district and community; and

  o Leadership within specific programming, such as music therapy, art therapy, yoga, and mindfulness.

- Develop among students a common understanding of school and district behavioral expectations by:

  o Implementing Positive Behavior Intervention Supports (P.B.I.S.) to teach and reinforce a core set of expectations;

  o Consistently modeling and teaching strategies that help students make positive choices and regulate behavior.

- Provide professional development opportunities for staff to advance and expand their skills by:

  o Offering consistent training in identified social and emotional areas to support student success/growth;

  o Making Behavior Specialists available for consultation and training in critical behavior strategies, such as de-escalation techniques; and

  o Supporting classroom design that fosters safe, predictable and engaging environments.

- Promote the value of student involvement, growth, self-discovery, and engagement through co- and extra-curricular experiences outside the classroom by:

  o Encouraging students to participate in co- and extra-curricular programming, clubs and activities; and

  o Expanding and providing a variety of co- and extra-curricular opportunities that are matched to students' abilities, skills and interests.

- Provide all children with learning environments that are equitable and free of barriers to opportunity by:

  o Implementing programs and services that effectively address the diverse needs of all students and families; and

  o Providing staff with professional development in the areas of equitable practices, identifying needs, and removing barriers to learning.

TOP THEMES EMERGING FROM 2017 STRATEGIC PLAN UPDATE

Theme	% of Respondents Supporting	Aligned to 2013 Themes or New?
Focus on emotional health & curriculum; Focus on life & social skills; Social needs; Social-Emotional Learning Non-Academic; Character Education	61.2%	A, B
Behavior Issues/Counseling; Behavior/supervision; Substance abuse issues; Bullying	55.2%	A, C
Social-Emotional Learning finances/resources (ensure that adequate resources are directed to this area)	40.3%	B, C
Focus on individual student needs; Focus on whole child- (with) more resources	38.8%	A, B, C

KEY THEMES FROM 2013 STRATEGIC PLAN

A. Student learning is supported by maintaining positive relationships between the family, school, and community within a safe, caring, and supportive learning environment provided through partnerships with school, police/fire, and mental health officials.

B. While teaching the core academic subjects is a high priority extra-curricular activities and social skills are an important part of a student's development and the district should provide programming in these areas.

C. Students come to school from a variety of circumstances and not all have the resources outside of school to be successful. The district needs to provide support for these students by adapting instruction to fit their needs, providing resources to families to help them support their school children, and encouraging student participation in extra-curricular programs.

QUALITY PROFILE INDICATORS AND MEASURES

- Panorama student survey

- Enrollment of underrepresented student groups in higher-level curriculum

- Co/Extra Curricular opportunities and participation numbers

- School Curriculum Evaluation

- Resource Audit

- Agency Partnerships

PERFORMANCE OBJECTIVE
Learning and work environments are safe, nurturing, and efficient.

KEY TARGETS

- Physical environments will be safe, nurturing, and efficient and designed to support how students learn, and support 21st Century skills.

- The district will strive to have learning and work environments that are functional, accessible, flexible, and inspiring.

- The school district's infrastructure must support technology as an essential learning and work tool and allow for access for all on a consistent basis.

HIGH LEVERAGE STRATEGIES

- Create 21st Century student-centered learning environments that:

  - Integrate current technology into every classroom, and
  - Incorporate elements of the district's Learning and Teaching Roadmap.

- Continue to follow the Technology Equipment Refresh Plan in order to:

  - Replace network infrastructure on a 3 to 6 year cycle;
  - Keep current with technology; and
  - Ensure access is available to all on a consistent basis.

- Develop a 10-year Facilities Master Plan that addresses today's building needs with respect to capacities, aging infrastructures, learning environments, and population growth. Following the plan ensures the community's investment in its schools is maintained through:

  - Site, environmental, and safety management strategies; and
  - Building Certification and Preventative Maintenance plans.

- Implement the district's Capital Improvement Plan to:

  - Identify and prioritize annual infrastructure and component replacement needs;
  - Ensure scheduled project costs are aligned to projected revenues.

- Ensure each school building has an Emergency Operations Plan that is updated annually by the district's Safety Committee and approved by Homeland Security. These plans will be securely accessible on the desktop of all district land-based computers and:

    o Contain emergency contacts, as well as important forms, to help staff manage active emergencies and conduct after-action reviews;
    o Establish procedures for managing crisis situations before, during and after school;
    o Include emergency procedures for athletic events and facilities; and
    o Provide building floor plans that also indicate the location of keys and other assets typically needed to manage a crisis.

- Maintain an Employee Wellness Program to improve the health of the district's labor force, increase employee daily attendance, and slow the rising cost of medical insurance premiums for the district. The Wellness Program will:

    o Be developed and operated by a Wellness Committee comprised of WCSD employees;
    o Extend the opportunity to become involved in health and wellness activities to any WCSD employee eligible for district medical insurance benefits;
    o Make resources available to participating employees through direct communication and special events such as an annual health fair, biometric screenings, and fitness challenges.

TOP THEMES EMERGING FROM 2017 STRATEGIC PLAN UPDATE

Theme	% of Respondents Supporting	Aligned to 2013 Themes or New?
Facilitate long-range plan for buildings; Facilities; New construction & remodeling; Inspiring spaces; Aging facilities; Progressive redesigned creative spaces; Attention to aging buildings	91%	A1&2, B
Safe environment (maintain as priority)	70.1%	A1
Effective use of existing facilities	56.7%	New
Dollars for Facilities; Capital funds missing focus	41.8%	New

KEY THEMES FROM 2013 STRATEGIC PLAN

A. Physical environments should be safe, designed to support how students learn, and support the development of 21st Century skills.

   1. Safe learning environments that are achieved through effective:

      - Training; prevention; policy enforcement (volunteers, technology policy equality, student supervision); equipment; maintenance (icy parking lots, sidewalks); communication; egress: evacuation, handicap accessible; code compliance, life safety.

   2. Physical learning and working environments should be:

      - Inspiring (solar lighting, natural lighting, colors); flexible; collaborative; program expansion and utilization considerations; adaptable; versatile and modifiable to meet all learning needs.

B. The school district's infrastructure must support technology as an essential teaching and learning tool and provide access to technology for all students on a consistent basis by:

      - Supporting training for staff and students; reducing barriers to access; allowing for the incorporation of varied technologies that support student learning needs; developing policies and procedures that support consistency for all users.

QUALITY PROFILE INDICATORS AND MEASURES

- Schedule and Budget Compliance

- Minimizing Instructional Downtime

- Maximizing Cost Avoidance

- Minimizing Internet Downtime

PERFORMANCE OBJECTIVE
Community, parents, students, and staff are engaged as partners.

WCSD believes open and active communication among all stakeholders is critical to the success of the district and its students. An engaged community fosters operational transparency and strengthens public confidence in schools. An engaged community also supports public schools' efforts to identify and address barriers to student success. Ultimately, a community's involvement in its public schools allows district staff to create 21st century learning environments where all students have the opportunity to grow and thrive.

KEY TARGETS

- WCSD and school officials support the open and active communication of planning, implementation, and outcomes with staff, students, families, and community members.

- WCSD will use a variety of communication tools and strategies to share information, progress and results with its staff, students, families and community members.

- WCSD employees recognize the value of, and are committed to, involving students, families and community representatives in shared-decision making processes.

HIGH LEVERAGE STRATEGIES

- Identify, implement and maintain at all school levels:

    o Staff, student, family, and community engagement strategies that support student achievement;
    o Communication standards and practices that support parallel communication with staff, students, families, and community members.

- Address the unique needs of families and students by:

    o Researching and incorporating best practices that identify and address both academic and non-academic barriers to learning;
    o Engaging the support of local agencies and other community resources.

- Continue efforts to expand staff and student access to, and use of, technology.

- Involve a diverse range of voices in the communication and engagement initiatives of our various learning communities.

TOP THEMES EMERGING FROM 2017 STRATEGIC PLAN UPDATE

Theme	% of Respondents Supporting	Aligned to 2013 Themes or New?
Parents not (do not receive) enough focused communication; Family/school connection; Lose parent involvement at Middle School/High School; Increase parent involvement with course selection	68.7%	New
More attention needed to partners/stakeholders; Community engagement	41.8%	B
Communication (in general)	40.3%	A, B, C
Minority Engagement	35.8%	B

KEY THEMES FROM 2013 STRATEGIC PLAN

A. District employees should be able to recognize the non-academic barriers to learning and work to remove those obstacles. However, this is a shared responsibility between the school and family.

B. The diversity of our community is an asset and strong partnerships among schools, families, students, businesses, organizations, and agencies have a positive impact on student learning and school climate. However, not all areas of our district feel as though they are treated equitably or have access to engagement opportunities that meet their specific needs and interests.

C. Access to technology is essential and has had a significant impact on the way we learn and communicate with each other. The district must work to improve access to technology and the use of technology in its engagement efforts.

QUALITY PROFILE INDICATORS AND MEASURES

- Technology Use/Integration
- Family Engagement Survey Data
- Professional Climate Survey
- Evidence of Schools used as Community Hubs
- Operational Transparency/Accountability

PERFORMANCE OBJECTIVE
Financial resources are aligned to support student success

WCSD's primary source of revenue comes from local property taxes (60%) with state funding making up the second greatest source (25%). Adequate financial resources are the foundation of the school district's academic and operational success.

KEY TARGETS

- Financial resources will be focused on classrooms to support teaching and learning.

- Extra-curricular and co-curricular activities will be supported primarily through district's financial resources with additional support from partnerships with booster groups and other community agencies.

- The district is committed to clarity and transparency in regard to financial matters and decisions of the school district which includes regular reporting in a public meeting and sharing of information via the district web site.

- The district will strive to be good stewards of the resources the community provides and to look for measures that provide for cost saving and containment while ensuring that students receive a competitive and high quality educational opportunity.

HIGH LEVERAGE STRATEGIES

- Continue to research and offer professional development in sound business practices, such as Lean 6, with the overall goal of:
  - o Strengthening organizational processes, policies and procedures;
  - o Improving employees' ability to resolve issues and problem solve; and
  - o Enhancing operational efficiencies.

- Provide Board of Education members, internal stakeholders, and the at-large community with a semiannual overview of the district's Five Year Financial Forecast. These overviews will:
  - o Highlight the financial circumstances of the school district, and
  - o Serve as a guidepost for financial decisions.

- Conduct an annual, independent audit of the district's financial operations. Audit results should be:
  - o Reviewed by an Audit Committee, comprised primarily of community members with knowledge about district operations and governmental accounting/auditing; and
  - o Shared with Board of Education members, internal stakeholders, and the at-large community.

- Develop and implement a Long-Range Staffing Plan to manage this largest category of school district expenditures. At a minimum, the plan will:

  o Anticipate instructional and operational staffing needs at the building and district levels for at least five years; and

  o Include important information and rationale about the hiring, retention, and attrition of WCSD staff.

- Conduct an Annual Budget Review and Development Process that aligns financial resources to the goals of the school district. This process will:

  o Be managed by the district's leadership team; and

  o Ensure that financial commitments support budget managers' plans and strategies to meet identified goals.

TOP THEMES EMERGING FROM 2017 STRATEGIC PLAN UPDATE

Theme	% of Respondents Supporting	Aligned to 2013 Themes or New?
Financial performance; Financial stability; Resource use; Budget/Reports; Continue financial transparency; Resource allocation; Open book spending	70.1%	C
Classroom size; Class size	67.2%	A
Spending money in classrooms	58.2%	A
Reduced participation fees	44.8%	B

KEY THEMES FROM 2013 STRATEGIC PLAN

D. The board and district leaders should focus on directing resources to the classroom to support the creation of 21st Century Students.

E. Extra-curricular programs and other non-classroom based opportunities that support and enhance student well-being and development should be supported using multiple resources including the district, external sources of revenue, and partnerships with community agencies.

F. Community members would like more transparency with regard to how dollars are spent in the classroom that includes an on-going emphasis on cost containment, and improved efficiencies. Concrete examples of how the allocation of financial resources is positively impacting student learning should be highlighted and presented to the community on a regular basis.

QUALITY PROFILE INDICATORS AND MEASURES

- Dollars spent on classrooms

- Budget Reserve

- Five Year Financial Forcast