



Ottawa Hills Local Schools

Defined by excellence. Supported by tradition.



Long-Range Strategic Plan 2017-2022



Anyone who asks how I figured out what I wanted to do for a living always gets some iteration of the same answer: my Junior Year AP English class at Ottawa Hills High School. It's where I learned how much I loved writing and realized I wanted to do it the rest of my life.

But that's just one example of how the school—really the whole village—helped shape who I am. From the sports championships and lifelong friends to the incredible teachers and coaches I still talk to today, the best way to describe my time there is simply this:

Worth every minute.

Phil Mattingly, '02 (CNN Correspondent)

Table of Contents

Introduction	5
About Ottawa Hills	7
Mission	10
Vision.....	10
Goal: Academics	14
Goal: Engagement	15
Goal: Innovation.....	15
Goal: Partnerships.....	17
Goal: Support	17
Resources	19
References.....	21
Connect with Us	22





Introduction

Good planning is an integral part of any successful organization. A strategic plan stimulates change that leads to higher levels of opportunities and performance, serves as a framework for an organization to make decisions, and provides a basis for more detailed planning and action.

The Ottawa Hills Local School District takes great pride in the quality of education provided to its students. Much of the success that our students achieve today is the result of the collaborative efforts of our stakeholders. This strategic plan is a prime example of such collaboration. It is the product of much hard work by board members, administrators, teachers, staff, parents, and community members. This collaboration has helped not only in envisioning the future of the district, but also in developing a road map that will take us there. By clearly articulating our values, vision, mission, goals, objectives, and strategies, we are in position to continue building upon a strong foundation of educational excellence.

This strategic plan will be a dynamic, living document. It will be used to guide the district in evaluating current and future programs for effectiveness and contribution to our district mission, vision, and goals.

It will create the impetus for initiatives that will address areas of improvement and highlight our successes.

We extend sincere appreciation to those people listed on the following page who served as members of the Strategic Plan Advisory Committee. They provided the energy, insight, hard work, and creativity necessary to develop this new plan. The committee considered the input of a variety of stakeholders through studying the comments from village and staff round table discussions along with community, staff, and student survey results. In all, more than 1,300 village residents, staff members, and students participated in providing input through round table discussions and surveys.

As we continue to move forward, the long-range strategic plan will guide the stakeholders of our school district as we strive to provide excellence in every endeavor for the students of Ottawa Hills Local Schools.

Strategic Plan Advisory Committee Members

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The district consulted with Battelle for Kids (BFK) in the development of this plan and also thanks BFK staff members Jacqueline Burke, Mark Hartman, and Kimberly Ratcliff for insights provided during the process. Finally, we thank our Board of Education members for their guidance and support in the village’s educational endeavor.

THE OTTAWA HILLS BOARD OF EDUCATION



DAVID ARNOLD



TROY GREELEY



BRAD JOHNSON



KATE PIXLER



COREY HUPP



About Ottawa Hills¹

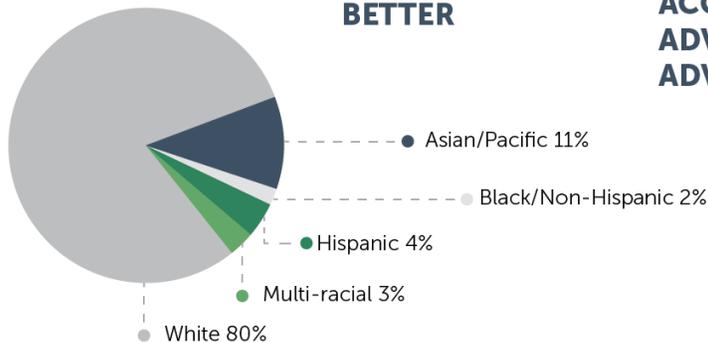
The **primary goal** of the Ottawa Hills Schools is to facilitate maximum learning for every student. Everything we do, and all the decisions we make, must be focused on this goal. Learning is the top priority in Ottawa Hills Schools. We consider ourselves successful when teachers, administrators, and support staff help every student achieve at a level that is equal to or exceeds measured ability.

STUDENTS:

 **900**
ENROLLMENT

 **93%**
State assessments on which students score **PROFICIENT OR BETTER**

 **75%**
State assessments on which students scored at the highest levels of **ACCELERATED, ADVANCED, AND ADVANCED PLUS**



EDUCATORS:

77 
FACULTY MEMBERS

77% 
Teachers with at least a **MASTER'S DEGREE**

95% 
Teacher evaluations at the **HIGHEST LEVEL (ACCOMPLISHED)**

100% 
Principals with at least a **MASTER'S DEGREE**

¹ All data from Ohio Department of Education, Report Card Resources, retrieved from <https://education.ohio.gov/Topics/Data/Report-Card-Resources>

Our school district is a **service organization** whose primary purpose is to serve the educational needs of the Village children and citizens. Our goal is to provide the best, most cordial, and prompt service to the district's stakeholders—our students, parents, community members, and employees.

Ottawa Hills Schools has a **tradition of excellence**. We believe that we cannot simply maintain excellence, but we must constantly create it. To that end, we strive for continuous improvement in the areas of providing a challenging curriculum for our students, hiring the best teachers possible to deliver the curriculum, and involving our parents as partners in the education of their children.

The Ottawa Hills **community** combines all of the elements necessary to operate a successful school system:

- Motivated students who appreciate the value of a good education,
- Involved parents who make their children's education one of their top priorities,
- Dedicated and talented educators who try to do what is best for all students, and
- A supportive community that provides adequate resources to create conditions that maximize learning.

The strength of these four elements results in an excellent school system.





Ottawa Hills Local Schools

OTTAWA HILLS WILL BE THE SCHOOL OF CHOICE BY PROVIDING INNOVATIVE LEARNING EXPERIENCES THAT HAVE AN ENDURING IMPACT ON EACH CHILD.



ACADEMICS

Commit to academic achievement and growth of each student, benchmarking with the best.



ENGAGEMENT

Nurture and sustain transparent communications and honest conversations with all stakeholders.



INNOVATION

Create additional opportunities for innovation in the learning experience to facilitate the growth of each student.



PARTNERSHIPS

Explore, establish, and enhance partnerships that will enrich the learning experience for students, families, and faculty/staff.



SUPPORT

Study and implement practices regarding social-emotional and academic supports for learning.



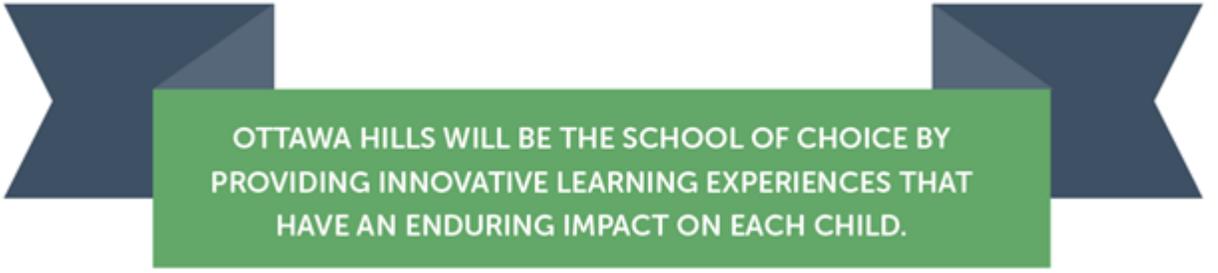
Mission

Our mission statement describes what we do on a daily basis, in service to our students and the community.

In partnership with our community,
Ottawa Hills Local Schools will challenge and inspire each student
to realize his or her unique potential;
to embrace learning as a lifelong process;
and to become an active, responsible citizen.

Vision

Our vision tells the story of our desired future state, on behalf of our stakeholders.



OTTAWA HILLS WILL BE THE SCHOOL OF CHOICE BY
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HAVE AN ENDURING IMPACT ON EACH CHILD.

Core Values

The core values of an organization form the foundation on which we perform work and conduct ourselves. The values underlie our work, how we interact with each other, and which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work. They are the practices we use every day in everything we do.

Acceptance
Citizenship
Compassion
Creativity

Excellence
Flexibility
Honesty
Integrity

Leadership
Philomathy
Respect
Responsibility

Correlates of Effective Schools

These correlates of effective schools are essential in achieving the vision of Ottawa Hills Local Schools:

Clear Focused Mission

- Operate with the belief that all students can learn.
- Maximize and support learning opportunities for every child.
- Promote a culture of continuous improvement.
- Maintain a tradition of excellence.



Climate of High Expectations

- Set and maintain a climate of high expectations for students, teachers, administrators, staff and parents.
- Make decisions on the basis of the best interests of students and on improving student achievement and personal growth.

Opportunity for All Children to Learn

- Offer opportunities for every child to achieve at his/her highest potential.
- Align curriculum (what is written), instruction (what is taught), and assessment (what is evaluated).
- Increase time-on-task by limiting interruptions and seeking ways to maximize instructional time.
- Use technology to enhance, extend, and enrich teaching and learning.
- Implement new programs designed to have a positive, measurable impact on student achievement.

Ottawa Hills is special place PERIOD! It is my home, my friends, my memories, my roots. It provided me opportunities to learn and fail, work hard and have fun, believe in myself when in doubt. I would not trade my life experiences in Ottawa Hills for anything!

David Kos, '88 (Director of Product Development for Panera Bread)

Systematic Frequent Monitoring of Student Progress

- Use results of student assessment to enhance the learning of every child.
- Systematically monitor student growth and progress through ongoing classroom, grade-level, and district assessment.
- Use data to direct planning for curriculum, instruction, and intervention.

Strong Instructional Leadership

- Expect the principal to be the instructional leader of the school.
- Foster an attitude of professionalism, respect, and collaborative leadership among all staff members.
- Support effective instructional practices through ongoing staff development that supports district priorities.
- Lead by example.

Safe, Orderly Climate

- Expect student, staff, and parental behavior that demonstrates respect and responsibility.
- Provide a safe, orderly, and supportive learning environment.



-
- Promote opportunities for students to practice leadership, teamwork, and service to others.
 - Foster the appreciation of the richness of our diverse society.

Parental/Community Involvement

- Encourage and promote parental and community involvement in the schools.
- Encourage and practice open communication with staff and community members.
- Build an enduring partnership with the community and welcome its citizens into the schools.
- Value and respect the community's interests and expectations.

Assumptions

We believe in the rich tradition and innovative future of our schools. To deliver the very best education, every Ottawa Hills teacher and every school needs a community and a clear path to excellence. These assumptions guide our efforts as we move forward to make this strategic plan a reality in our district:

1. The Strategic Plan is a dynamic, living, and breathing plan.
2. The 28-member Strategic Plan Advisory Committee is an essential partner in the implementation, communication, and updating of the strategic plan.
3. Best practice strategies and highly effective teams are essential.
4. We are committed to teamwork and growing trust.
5. The social and emotional health of students, faculty, and staff is foundational to knowledge and skill acquisition.
6. Measurement of all aspects of learning, including social-emotional, is vital for success.
7. The faculty and staff will be provided with essential professional learning and the support to study and implement research-based practices.
8. We will commit appropriate resources, including time, money, and energy, to accomplish these important and essential goals.
9. We understand that our resources are not limitless. We will reprioritize and re-allocate resources and consider discontinuing activities that do not impact growth and learning in significant ways.
10. Fifteen percent of our time will be dedicated to the implementation of the strategic plan, while 85 percent of the time will be devoted to maintaining the rich tradition and commitment to learning at Ottawa Hills Schools.



What's great about Ottawa Hills schools? Where to begin?

*I barely can remember what I had for lunch a few days ago,
but I certainly can remember the lessons
that specific Ottawa Hills High School teachers gave, the books we read,
the assignments we were given and the fun we had in class,
on the playing field and putting out the Arrowhead
—and I graduated 40 years ago.*

*That's the impact that Ottawa Hills has had on my life.
The teachers are the best, and so is the entire community
of supportive parents, coaches, administrators and staff.
We all know the quote, "There's no place like home."
It's true. There is no place like Ottawa Hills.*



***Christine Brennan, '76
(USA Today national sports columnist;
best-selling author and commentator for
ABC News, CNN, PBS NewsHour and NPR;
and homeowner in the Village to this day)***

Goal: Academics

Commit to academic achievement and growth of each student, benchmarking with the best.

Objectives

- 1.1** Identify and collaborate with other high-performing and/or innovative schools and organizations, analyzing effective practices and adopting as appropriate.
- 1.2** Rank among the top five percent of identified national benchmarking measures and explore international benchmarking measures.



Leading Strategies

- 1.** Use quantitative and qualitative information to identify similar schools and organizations, narrowing to one with which Ottawa Hills can establish a partnership to connect to current practices and explore new ideas.
- 2.** Identify and cross reference national and international measures to define school- and district-level benchmarks.
- 3.** Study and implement strategies to increase student participation in advanced curricula.



Goal: Engagement

Nurture and sustain transparent communications and honest conversations with all stakeholders.

Objectives

- 3.1** Establish feedback loops among all stakeholders: school personnel, students, families, community members to monitor performance and satisfaction.
- 3.2** Provide timely and consistent communication in multiple formats to ensure all stakeholders are informed.
- 3.3** Engage community members in meaningful collaboration regarding the master facilities plan and financial stewardship to support and enhance learning strategies.
- 3.4** Engage and regularly update stakeholders in the implementation of the strategic plan.



Leading Strategies

- 1.** Develop standard survey templates that can be used on an ongoing basis for input to be used by the school community.
- 2.** Develop an intervention flowchart for parents to navigate how services are provided. Develop a district flowchart to aid in the navigation of student services.
- 3.** Identify a single platform that can consolidate various classroom activities, communications, and management systems.
- 4.** Meet with the Strategic Plan Advisory Committee at regular intervals for updates and feedback.
- 5.** Use marketing strategies to attract new residents, retain current residents, and increase the tuition student base.

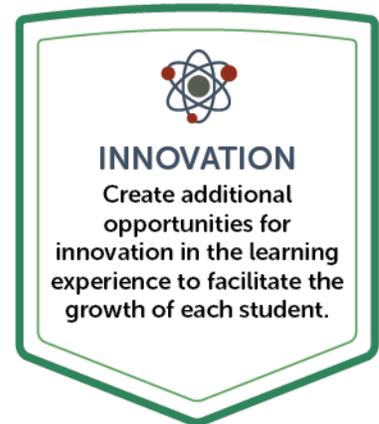


Goal: Innovation

Create additional opportunities for innovation in the learning experience to facilitate the growth of each student.

Objectives

- 5.1** Develop a common understanding of innovation and, through an examination of external examples, formulate a measurement to gauge the effectiveness of authentic learning experiences.
- 5.2** Provide more opportunities to showcase innovative practices currently being used as a means of learning from each other.
- 5.3** Implement innovative instructional practices to meet students' unique needs, supported by training for district stakeholders.
- 5.4** Evaluate and adjust newly adopted innovations as appropriate.



Leading Strategies

- 1.** Establish a representative group to identify and examine external examples of innovation in education.
- 2.** Develop more relevant impact measures for learning experiences, allowing students to pursue individual goals through opportunities embedded in the curriculum and through practices such as cornerstone projects, capstone projects, and service learning.
- 3.** Provide sustained technology training that bridges the gap from the use of technology for classroom maintenance and basic learning skills (reading, writing, research) to the use of technology for higher-order thinking, development of dynamic products, etc.
- 4.** Explore means of scheduling regular professional development toward a more job-embedded, peer-to-peer, real-time model.



Goal: Partnerships

Explore, establish, and enhance partnerships that will enrich the learning experience for students, families, and faculty/staff.

Objectives

- 4.1** Strengthen curricular, co-curricular, and extra-curricular experiences through partnerships.
- 4.2** Support professional learning, teacher resources, and innovation through partnerships.
- 4.3** Enhance district viability through partnerships.



Leading Strategies

- 1.** Partner with community experts, corporations, organizations, and higher education resources who can supplement classroom experiences through innovative practices.
- 2.** Partner with experts in dyslexia and parents to remain current in dyslexia awareness and advance services for students with challenges in phonemic awareness.
- 3.** Partner with experts in social and emotional development of children and adolescents to advance wellness services for students.
- 4.** Implement a service learning focus which allows students to identify and pursue personal passions and to develop partnerships with non-profit organizations.



Goal: Support

Study and implement practices regarding social-emotional and academic supports for learning.

Objectives

- 2.1 Provide students with the academic support needed to demonstrate growth as unique learners.
- 2.2 Provide students with the social-emotional support needed to be self-assured, self-actualized, and resilient.

Leading Strategies

1. Conduct a district-wide audit of existing programming, resources, and support services offered to all students, referencing current literature and best practices to determine gaps in service.
2. Study and implement practices that encourage students to safely take risks and accept responsibility for their learning.
3. Examine how formative assessments with correlating metrics could be used to maximize current support services for students.
4. Use the current homework philosophy as a framework to align practices with the academic and social/emotional needs of students.
5. Provide support based on best practices for students identified as having phonemic awareness challenges and/or dyslexia.
6. Provide professional development in child and adolescent development and student support regarding issues of stress management, mental health, wellness, and coping strategies.



I attended Ottawa Hills from kindergarten through high school graduation, [and] I feel extremely lucky to have been supported by such an amazing group of leaders, teachers, and coaches. To name a few...Barbara Wagner taught me how to speak publicly. Ernie Berg taught me that winning isn't everything. Steven Wipfli taught me the power of a great song.

Not only did I receive a well-rounded education at Ottawa Hills, I made lifelong friends with whom I still laugh today.

Anne Monoky Goldman, '96 (Senior Director of Editorial and Social Media at Tory Burch)



Resources

The following resources aided the Strategic Planning Advisory Committee in the development of the Strategic Plan:

Benchmarking Metrics:

Data for benchmarking with other districts were chosen from various sources, each with its own caveat. The list below details the source and considerations for the data used for each comparison.

- NICHE ([niche.com](https://www.niche.com)) compiles rankings of K–12 schools, colleges, and neighborhoods based on publicly available data sets as well as user reviews. Some of the data sources used to determine the rankings include state assessment data, ACT/ SAT scores, racial and economic diversity, student attendance and suspension/expulsion rates, financial expenditures, teacher attendance and salary, and surveys of students and parents. Each of these measures is weighted in the analysis, with the strongest weight being given to a variety of data sources related to academic achievement. Although this source uses survey data from users (and number of users vary widely from district to district), this is one of the few sources that has data on private institutions for comparison. In general, private institutions have many more users providing survey data than any of the public districts.



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- The Ohio Department of Education (education.ohio.gov) provides data for various measures within its accountability system, including measures of academic achievement, student growth, and college readiness.
 - The Ohio Department of Higher Education (ohiohighered.org) provides data related to the preparedness of students entering Ohio colleges and universities based on the need for remedial coursework in English and Mathematics. These data are limited to students attending in-state institutions of higher education, but include metrics for students graduating from both public and private schools/districts.
 - *U.S. News and World Report* (<https://www.usnews.com/education/best-high-schools>) provides national rankings of more than 22,000 U.S. high schools across all 50 states and the District of Columbia. These rankings are based on data related to students performing higher than expected on state assessments in English and Math (with an emphasis on student subgroups), graduation rate, and preparedness for college-level coursework based on Advanced Placement participation and achievement.

"Key Findings" from sixteen (16) phone interviews conducted by Hart, Inc. from May 16 to May 24, 2016.

Round Table Discussions:

- Faculty/Staff round table discussions involving approximately 85 attendees.
- Community round table discussions involving approximately 50 attendees.
- Jr./Sr. High student round table discussions with student council members involving approximately 45 attendees.

Surveys:

- Faculty surveys with 53 responses.
- Non-teaching staff surveys with 12 responses.
- Elementary student council member surveys with 22 responses.
- Jr./Sr. High School students with 418 responses.
- Parent surveys with 113 responses.
- Great Lakes Marketing Research community survey with 526 responses

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Connect with Us

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