



Ottawa Hills Local Schools Long Range Strategic Plan 2012-2017

Ottawa Hills Long Range Strategic Plan

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.

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 several months of 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, focus areas, and objectives, 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.

Much appreciation is extended to those people listed below who 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, over 900 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.

Long Range Committee Members

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MISSION STATEMENT

**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.**

CORE VALUES

The core values of an organization are those values we hold which 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 (or should be using) every day in everything we do.

Acceptance	Honesty
Citizenship	Integrity
Compassion	Leadership
Creativity	Philomathy
Excellence	Respect
Flexibility	Responsibility

VISION

Our vision for the Ottawa Hills Local Schools is to provide a learning community with a clear, focused mission; a climate of high expectations; opportunities for all children to learn; systematic monitoring of student growth and progress; strong instructional leadership; a safe, orderly environment; and valued parent/community involvement.

These correlates of effective schools are demonstrated through the following practices:

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.

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.



Teaching and Learning

Ottawa Hills will provide the curriculum, instruction, materials, and resources that maximize learning for every child.

- A1. Enact a curriculum that is fully aligned (vertically and horizontally); supports and enriches instruction; meets and exceeds the Ohio Academic Content Standards; and ensures that the students are prepared to compete globally.
- A2. Assure that the curriculum reflects rigor and relevance, embraces research-based practices, and addresses the interdisciplinary and digital skills (including STEM) necessary for students to be career and college ready upon graduation.
- A3. Analyze and revise curricular offerings for grades 7-12 to incorporate research-based multidisciplinary STEM programs and provide a framework for skill development to meet the needs of 21st Century learners.
- A4. Establish a process to communicate the curriculum and standards to all stakeholders at all levels to bring relevance and meaning to day-to-day instructional practices and content.
- A5. Establish a common instructional strategy for teaching reading and writing that is aligned with the English/Language Arts Standards across the grade levels with a specific focus on grades K-8.
- A6. Adopt and implement a research-based collaboration model that can be used throughout the district to guide teachers as they plan instruction and assessment, and provide professional development for its effective use.
- A7. Improve efficiency and increase the amount of time teachers have to collaborate to focus on designated district goals.
- A8. Develop a plan for teachers to plan and implement interdisciplinary, thematic, and/or cross-curricular instructional practices aligned with the new academic content standards and the Common Core.
- A9. Provide professional development and implement research-based instruction that meets the needs of each individual learner to help each student reach his/her potential. Differentiated instructional practices will reflect an understanding of the unique characteristics of students (talents, interests, abilities, learning styles).
- A10. Explore and adopt a community service model, e.g. Leadership Toledo/Students in Action, to be implemented K – 12 in curricular, co-curricular, and extra-curricular activities, as well as beyond the school walls, as a guide for student community service and as a means of connectedness to the local community and world.

- A11. Establish a grade-level sequence of technology experiences and instructional practices aligned with state and national technology standards that promote digital and information literacy, provide for the integration of technology, and develop the necessary skills for career and college readiness.
- A12. Expand student access to and integrate the use of technology to enhance teaching and learning, ensure college and career readiness, and prepare students to compete globally.
- A13. Develop expectations for utilization of technology tools that incorporates best practices for teaching and learning.
- A14. Continuously evaluate the district network infrastructure and support staff to meet the expansion of technology throughout the district.
- A15. Explore options and costs associated with instituting all day kindergarten.
- A16. Evaluate the effectiveness of the length of the school day at the elementary, the rotating schedule at the junior high/high school, and the coordination of beginning and ending times at the district's two buildings.
- A17. Evaluate the kindergarten – 12th grade world languages program. Investigate the delivery of foreign language at the elementary level to determine a system that best meets the needs of students in achieving proficiency in a single language.
- A18. Promote academic honesty and digital citizenship across the curriculum and grades through common expectations and consistently enforced policies that address issues of cheating.
- A19. Teach digital citizenship so all students understand the human, cultural, and societal issues related to technology; practice legal and ethical behavior when using technology; and accept personal responsibility for the ethical use of technology.
- A20. Integrate concepts of research-based character education that reflect the district's core values into the K – 12 curriculum, co-curricular programs, and extra-curricular activities.
- A21. Evaluate and improve the kindergarten-12th grade curriculum and instruction in mathematics with a specific focus on the development of basic skills.
- A22. Identify and promote practices at all grade levels and in all subject areas that have been proven by research to significantly improve student achievement. Explore best practices of other "Excellent" districts and districts in our statewide comparison group.
- A23. Sponsor programs that increase and develop the awareness of the diversity in our personal, local, and global communities, promote acceptance and understanding, and offer opportunities to learn about and engage with other learners who represent that diversity.
- A24. Investigate methods of providing "hybrid" approaches to delivery of instruction to increase curricular offerings, i.e. online learning, online learning coupled with in-class instruction, Interactive Video Distance Learning with other school districts and/or universities.

B Assessments

Ottawa Hills will use evaluation tools to measure achievement and progress, guide improvement, and meet standards in all areas.

- B1. Develop a homework philosophy based on research and best practices that is shared with all stakeholders, and develop age-appropriate policies and practices that support the philosophy and promote academic excellence.
- B2. Identify multiple measures of research-based assessments and best practices across the content areas and grade levels that can be used to inform instructional practices.
- B3. Use multiple measures including achievement and progress data, to evaluate and assess instructional practices, guide curricular decisions, and promote student achievement.
- B4. Communicate the transition plan for implementation of the Ohio Academic Content Standards and the Common Core Standards in English/Language Arts and Math to all stakeholders, including the new assessment system associated with the new content standards.
- B5. Establish procedures to communicate testing and assessment policies and practices to all stakeholders, including rationale, data analysis, and results of data driven decisions.
- B6. Investigate the use of data tracking software systems; purchase/implement/train on a system that addresses district needs for tracking of individual student data.
- B7. Develop new teacher and administrator evaluation tools in accordance with the newly established Ohio Teacher and Administrator Evaluation Systems.
- B8. Develop and implement a comprehensive communication plan that includes public meetings (small and large groups) as well as posting information on the website to guide parents and students through the intricacies of PowerSchool.
- B9. Grow the use of PowerSchool downward into elementary grades as a means of systematically providing parents with information on student progress.



Student Support Services

Ottawa Hills will provide support services for students that contribute to individual growth and development and support the learning program.

- C1. Enhance the unique culture of the junior high through research-based practices such as the “Keys to Educating Young Adolescents” established by the Association for Middle Level Education.
- C2. Reinforce a positive school climate through the use of policies, procedures, and programs that promote a bully-free, harassment-free, non-violent culture.
- C3. Integrate concepts of research-based character education that reflect the district’s core values into the K – 12 curriculum, co-curricular programs, and extra-curricular activities.
- C4. Evaluate the effectiveness of the length of the school day at the elementary, the rotating schedule at the junior high/high school, and the coordination of beginning and ending times at the district’s two buildings.
- C5. Provide information and orientation opportunities through Career Exploration and guidance communications so that parents and students are aware of tech prep, career, and technical opportunities that exist for Ottawa Hills students at Sylvania Schools.
- C6. Using the input of the District Title IX Committee, develop a Title IX report which guides the Board of Education in making decisions that would ensure that the Ottawa Hills School District is in compliance with Title IX and guides the athletic department in developing a five-year plan for athletic opportunities.
- C7. Create a culture that supports healthy lifestyles, nutrition education, physical activity, and other school-based activities designed to promote student wellness.

D

Family, Business and Community Involvement

Ottawa Hills will foster and cultivate family, business, and community involvement in the schools.

- D1. In partnership with the village, develop and implement an orientation and mentoring program for new families.
- D2. Improve volunteerism in the schools by developing a three-prong web-based program that would inform and advertise:
 - a. Opportunities for daily volunteering in the schools;
 - b. Sign-up for volunteer opportunities in the classroom that use specific expertise/background/knowledge;
 - c. Opportunities to serve support organizations (i.e. concession stand workers for Boosters)
- D3. Redesign the website to provide more information, make it more user friendly, and create connections to social media to provide more opportunities for information sharing.
- D4. Identify and develop cooperative partnerships with other school districts, area colleges and universities (University of Toledo, UT Medical Center, Lourdes College, Owens), businesses, other community resources (Metroparks, COSI, Toledo Museum of Art, Toledo Zoo, WGTE-TV, Toledo Region, etc.) and community support organizations (National Alliance for Mental Illness, The Ability Center, Rehabilitation Services Commission, Lucas County Board of Development Disabilities) to enhance learning, leadership, career exploration, and community service opportunities for students.
- D5. Explore and adopt a community service model, i.e. Leadership Toledo/Students in Action, to be implemented K – 12 in curricular, co-curricular, and extra-curricular activities, as well as beyond the school walls, as a guide for student community service and as a means of connectedness to the local community and world.
- D6. Implement marketing strategies that include developing a consistency of messaging and consistency of branding through updated district logos and slogans and the creation of informational tools.
- D7. Using non-digital options, institute a periodic comprehensive report to the community to highlight individual, group, district, and alumni achievements.
- D8. Digitize the school newspaper for availability on the school website and also provide opportunities for district-wide distribution of the newspaper.
- D9. Collaborate with various groups (the Village, individual graduating classes, the Liberty Memorial committee, the Ottawa Hills Foundation, etc.) to build the alumni database through creating an online opportunity via the school website and social media for alumni to register with the school.

- D10. Provide communication specific to the “transition years” for parents via written communication, an FAQ section on the website, and/or face-to-face meetings in the form informational meetings focused on various topics of interest to parents.
- D11. Explore alternative revenue sources through the establishment of a district endowment fund.
- D12. Develop a comprehensive communication plan to inform and update all stakeholders on current educational reform measures.
- D13. Develop standard parent/student evaluation forms that teachers/administrators can use at semester and/or year-end to make a personal assessment of teaching/classroom/district practices in order to make adjustments as necessary.
- D14. Provide an opportunity for annual assessment of district performance on the district website.
- D15. Establish administrative informational sessions for parents and other stakeholders as an opportunity to share topics of current interest, deliver training on school-related tools (i.e. PowerSchool, website, digital citizenship, technology etc.), and provide opportunities for questions/answers with parents.
- D16. Establish a process to communicate the curriculum and standards to all stakeholders at all levels to bring relevance and meaning to day-to-day instructional practices and content.
- D17. Communicate the transition plan for implementation of the Ohio Academic Content Standards and the Common Core Standards in English/Language Arts and Math to all stakeholders, including the new assessment system associated with the new content standards.
- D18. Provide an opportunity for annual assessment of district performance on the district website.
- D19. Establish a procedure to meet with parents of new students to receive feedback regarding district policies/procedures and to listen to ideas they may have brought with them from previous districts.

E

Professional Development

Ottawa Hills will provide high quality professional development for all staff members that improves student achievement.

- E1. Define the components of high quality, effective professional development that will drive the design and evaluation of all professional development within the district.
- E2. Use professional resources to train staff in the process of action research in order to measure changes in instructional and learning processes, increasing the opportunity for staff to share professionally beyond the school district and pursue grant opportunities.
- E3. Adopt and implement a research-based collaboration model that can be used throughout the district to guide teachers as they plan instruction and assessment, and provide professional development for its effective use.
- E4. Improve efficiency and increase the amount of time teachers have to collaborate to focus on designated district goals.
- E5. Develop a plan for teachers to plan and implement interdisciplinary, thematic, and/or cross-curricular instructional practices aligned with the new academic content standards and the Common Core.
- E6. Provide professional development and implement research-based instruction that meets the needs of each individual learner to help each student reach his/her potential. Differentiated instructional practices will reflect an understanding of the unique characteristics of students (talents, interests, abilities, learning styles).
- E7. Provide professional development and implement research-based instruction focused specifically on meeting the unique needs of gifted students.
- E8. Provide professional development to enact a curriculum that is fully aligned (vertically and horizontally); supports and enriches instruction; meets and exceeds the Ohio Academic Content Standards; and ensures that the students are prepared to compete globally.
- E9. Provide professional development focused on data based decision-making and the new teacher and administrator evaluation systems.
- E10. Provide professional development on the data tracking software system adopted by the district.
- E11. Provide professional development to effectively integrate the use of technology to enhance teaching and learning, ensure college and career readiness, and prepare students to compete globally.

F

Facilities and Environment

Ottawa Hills will provide facilities (buildings, grounds, and equipment) and an educational environment that support and enhance learning.

- F1. Implement the six-point recommendation from the Facilities Committee to the Board of Education:
- a. This is now a viable time to develop an all-encompassing master plan to address district and community facility needs for the next generations with the help of an architectural firm and a larger Facilities Committee.
 - b. The process should involve community engagement to gain the input of all stakeholders.
 - c. In general, renovations and additions as necessary are preferred by the committee—“Preserving the Past; Embracing the Future.”
 - d. The financial commitment we will ultimately make has to be palatable to the community.
 - e. Complete renovation/replacement of the mechanical systems with an eye on energy efficiency throughout the buildings is crucial.
 - f. The quality of our facilities should be a reflection of the value we place on education and our commitment to enhancing village life.

G

Organization, Governance, and Finance

Ottawa Hills will provide the leadership, management, planning, and resources that ensure excellence in education as well as cost-effective, efficient operations.

- G1. Benchmark Ottawa Hills Schools with other school districts in the United States that are similar in finances, curriculum, demographics, and level of excellence.
- G2. Explore alternative revenue sources through the establishment of a district endowment fund.
- G3. Work with industry professionals to determine changes and/or upgrades to district systems that would have a pay-back period of less than 5 years.
- G4. Implement marketing strategies that include developing a consistency of messaging and consistency of branding through updated district logos and slogans and the creation of informational tools.
- G5. In partnership with the village, develop and implement an orientation and mentoring program for new families.
- G6. Investigate the feasibility of changing from a key system to an alternate system to increase campus security.
- G7. Create an informational pamphlet which provides an overview of school funding in the state of Ohio along with information that is specific to the Ottawa Hills School System; also provide this information on the district website.
- G8. Develop standard parent/student evaluation forms that teachers/administrators can use at semester and/or year-end to make a personal assessment of teaching/classroom/district practices in order to make adjustments as necessary.