



HUBER HEIGHTS
CITY SCHOOLS

TRANSCEND 2026

A Promise to Rise

STRATEGIC PLAN 2021-2026

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Thank You to
Our Contributors

Dear Huber Heights City Schools Community,

I'm pleased to present to you our new strategic plan, *Transcend 2026: A Promise to Rise*. Although some view a strategic plan as little more than a document that guides an organization, *Transcend 2026* is different. While action steps to guide our district are included, *Transcend 2026* also represents a vision for each of our students and our community. This vision centers on fostering deeper learning experiences that transcend academic skills and develop essential competencies like communication, collaboration, empathy, critical thinking, perseverance and problem-solving. *Transcend 2026* also aims to inspire the natural curiosity of our students, not through compliance and testing, but by combining a *fail forward* culture with an engaging learning environment, hands-on projects, and real-world learning opportunities that serve our local community. Ultimately, *Transcend 2026* is designed to transport our district to a pinnacle where every Warrior graduate, regardless of their post-secondary plan, is prepared for a lifetime of success in a rapidly-changing world.

Although the work to develop *Transcend 2026* is complete, the real work is just beginning as we partner with our community to implement the plan. I encourage you to review *Transcend 2026* and consider how you can get involved and help our students, schools, and community *rise* to the challenge.

A handwritten signature in black ink, appearing to read 'M. Basora', with a stylized flourish at the end.

Mario Basora, Superintendent

Overview: Approach

The logo for Battelle for Kids is displayed within a white rectangular box. The box has a purple horizontal bar at the top and a red horizontal bar at the bottom. The text "Battelle" is in a large, bold, dark blue sans-serif font. Below it, the word "for" is in a smaller, grey sans-serif font, followed by "Kids" in a large, bold, dark blue sans-serif font. The entire logo is set against a background of faint, overlapping grey circles.

Battelle
for**Kids**

To inform its strategic planning process, Huber Heights City School District engaged Battelle for Kids (BFK) to conduct a high-level analysis of its current state based on review of its Portrait of a Warrior initial recommendations, archived processes and performance data, various submitted documents, and relevant research.

Overview: Timeline

Portrait of a Warrior Design Meetings

Monthly from September to
December 2020

Initial Strategic Design Team Meeting

January 2021

SWOT Analysis

February 2021

Additional Strategic Design Meetings

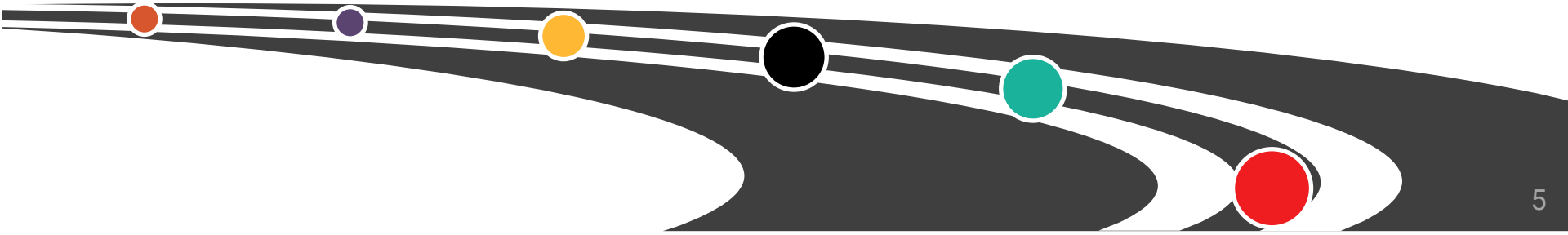
February, March, April and
May 2021

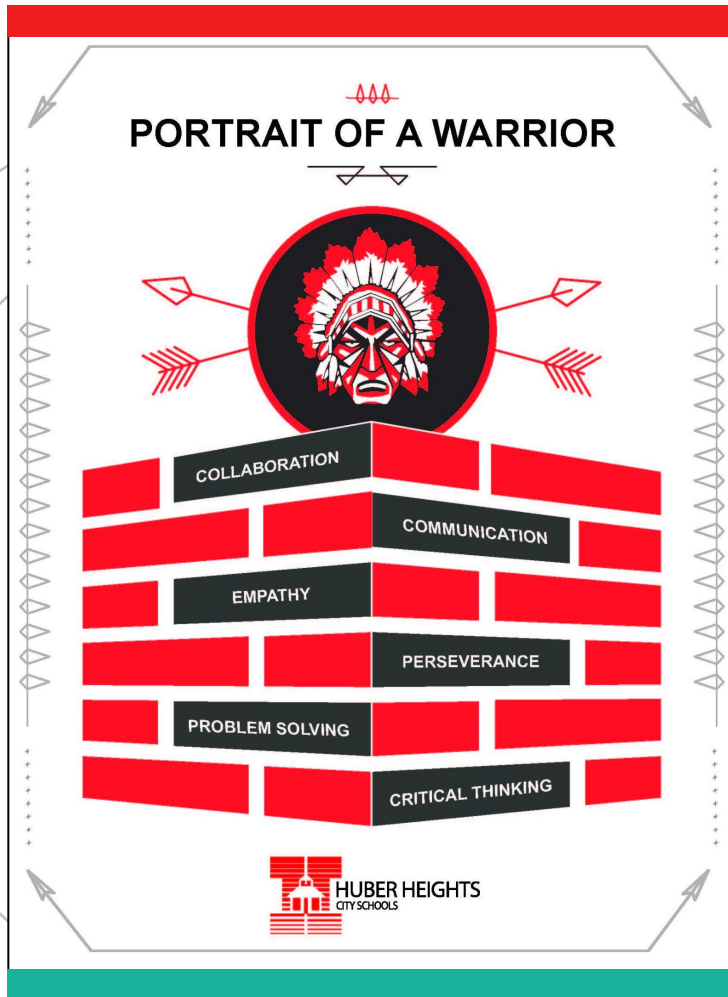
Writing Team Meetings

April 2021

Final Presentation to Community and Board of Education

June and July 2021

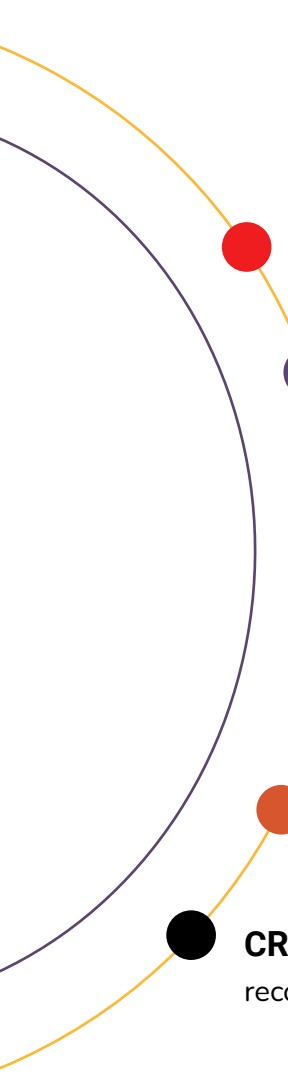




Portrait of a Warrior

On January 14, the Board of Education adopted the *Portrait of a Warrior*. The *Portrait of a Warrior*, which serves as a visual representation that articulates the local community's aspirations for students, identifies six competencies that the district used to guide the strategic planning process. The six competencies are collaboration, communication, empathy, perseverance, problem solving and critical thinking. The priority areas, goals and action steps of the strategic plan are the building blocks that will help students become fluent in the six competencies by graduation.

Competencies

- 
- COLLABORATION** | Respectfully works to achieve collective goals by actively seeking diverse perspectives and contributions to enhance the learning of self and others while also responding to feedback.
 - COMMUNICATION** | Articulates thoughts and ideas effectively using oral, written and nonverbal skills in a variety of forms, while also listening effectively to understand meaning, including knowledge, values, attitudes, and intentions of others.
 - EMPATHY** | Demonstrates awareness, sensitivity, concern, and respect to connect with the feelings, opinions, experiences, and culture of others.
 - PERSEVERANCE** | Embraces the idea that failure is a part of success despite difficulty, opposition, and/or setbacks, while continually moving towards their goals.
 - PROBLEM SOLVING** | Applies creative and innovative thinking while identifying, evaluating, and prioritizing solutions to difficult or complex situations.
 - CRITICAL THINKING** | Consistently evolves the quality of their own thinking by analyzing, assessing and reconstructing information to propose impactful solutions.

Priority Areas



LEARNING EXCELLENCE

Academic Curriculum
Instructional Methodology
Career & Life Readiness



CULTURE

Climate & Relationships
Safety: Physical & Emotional
Diversity



FINANCIAL STEWARDSHIP

Financial Management
Budgeting & Allocation
Fundraising



FACILITIES

Interior & Exterior Spaces
Resources
Capacity

Priority I: Learning Excellence



Huber Heights City Schools will provide highly engaging, purposeful, and relevant learning experiences that:

- **INSPIRE** collaboration
- **PROMOTE** critical thinking
- **CULTIVATE** citizenship
- **DEEPEN** connections to the community

Learning Excellence: Goal 1

By January 2024, the Huber Heights City Schools community will actively engage with student learning in every grade level and school.

ACTION STEPS	01	Partner with faith-based and other organizations to offer after school and weekend tutoring programs in the community.
	02	Establish a HH citizen-to-student mentoring program for students needing support in all schools.
	03	Require all high school students to complete community service activities that support and engage the Huber Heights City Schools community. Offer similar activities for PK-8 students.
	04	Establish a resource guide (with contact information) of community experts who are available and willing to support our students.
	05	Incorporate community partners in every deeper learning project, PK-12. Partners can critique projects, serve as a panelist, or volunteer their expertise and skills.
	06	Start a “student services” program that offers handy, yet safe, labor to the community.

Learning Excellence: Goal 2

By August 2024, all students will engage in real-world, experiential, and deeper learning in every class.

ACTION STEPS

- | | |
|----|--|
| 01 | Create a deeper learning team to explore professional development options and establish a training schedule. |
| 02 | Schedule staff members for visits to deeper learning schools across the country. |
| 03 | Educate and train staff members in deeper and experiential learning. |
| 04 | Reopen the Land Lab at Weisenborn Junior High. |
| 05 | Develop a strong bank of projects for use in grades PK-12. |
| 06 | Establish two Exhibition Nights per school, per year. |

Learning Excellence: Goal 3

By May 2026, 95% of students will graduate prepared for employment, enrollment, or enlistment.

ACTION STEPS	01	Establish a “Warrior Pathway to Success” program, with every high school student having a post-secondary plan in place beginning December of freshman year and actualized at graduation.
	02	Hire a Career Pathways supervisor.
	03	Ensure that students have equal opportunity to engage with all branches of the military as part of the recruiting process.
	04	Maintain and grow Manufacturing Day for Weisenborn students.
	05	Create an annual college and career fair at both Weisenborn and Wayne.
	06	Incorporate career and strength surveys beginning in elementary grades.

Goal 3A continues on next page.

Learning Excellence: Goal 3 *(continued)*

By May 2026, 95% of students will graduate prepared for employment, enrollment, or enlistment.

ACTION STEPS	07	Ensure that a robust multi-tiered system of academic supports is in place for students in every school to elevate the development of strong reading, writing and analytical skills.
	08	Integrate the Portrait of a Warrior competencies throughout all core curriculum and instructional practices.
	09	Invite community members into the classroom to share their career expertise as part of projects or presentations.
	10	Establish a comprehensive college planning program (includes FAFSA completion, full college application boot camps, college search support, and ACT/SAT prep classes).
	11	Create at least 4 skilled trade pathways in in-demand industries at Wayne High School. This includes construction, partnerships, Career Tech Education funding applications, and staffing.

Goal 3A continues on next page.

Learning Excellence: Goal 3 *(continued)*

By May 2026, 95% of students will graduate prepared for employment, enrollment, or enlistment.

ACTION STEPS	12	Establish job shadowing opportunities for 8th and 10th grade students.
	13	Incorporate an internship or apprenticeship opportunity for every student in high school.
	14	Create makerspaces with tools and equipment in every building PK-12.
	15	Train staff and students in using tools and power equipment (as age appropriate) in grades PK-12.
	16	Create lesson plans that integrate the use of makerspace equipment and tools in grades PK-12.

Priority II: Culture



Huber Heights City Schools will foster a culture that:

- **INSPIRES** a positive climate
- **PROMOTES** emotional and physical safety
- **CULTIVATES** strong relationships
- **DEEPENS** engagement with diverse perspectives and experiences

Culture: Goal 1

By September 2022, students will have access to the support services needed to feel understood, connected, and safe.

ACTION STEPS	01	Create and implement a PK-12 restorative practices program that includes mediation, conflict resolution, and other measures that actively engage students in resolving challenges in their schools.
	02	Seek out greater wraparound services to support students in our schools.
	03	Establish a positive climate of communication, where all members of our learning community freely give and receive feedback on a regular, ongoing basis.

Culture: Goal 2

By August 2025, engagement and authentic learning, not state testing, will be the preferred measure of student success.

ACTION STEPS	01	Establish and promote alternative metrics to measure our success.
	02	Encourage staff and students to follow their passions in designing and engaging in learning experiences.
	03	Support a fail forward culture, where innovation, curiosity, and learning from past mistakes is the norm.
	04	Integrate the teaching and learning of Portrait of a Warrior competencies.

Culture: Goal 3

By May 2026, our curriculum, instruction, and staff will reflect the diverse perspectives and experiences present within the Huber Heights community.

ACTION STEPS	01	Evaluate and enhance our curriculum to ensure that there is a diverse representation of ideas and people included.
	02	Partner with a local university to increase the diversity of college students choosing the teaching profession and applying for positions in Huber Heights City Schools.
	03	For all students, add experiential learning opportunities that expose them to a diversity of cultural experiences during school (i.e. assemblies, field trips, projects, concerts, etc.).

Priority III: Financial Stewardship



Huber Heights City Schools will maintain a financial direction that:

- **INSPIRES** student growth
- **PROMOTES** sustainability
- **CULTIVATES** good stewardship
- **DEEPENS** external partnerships

Financial Stewardship: Goal 1

By May 2022, the community will be engaged in supporting the strategic plan.

ACTION STEPS	01	The district will re-establish the Finance Committee and they will meet at least quarterly.
	02	The Finance Committee will develop and maintain a directory of local businesses and organizations that may potentially have an interest in supporting the district.
	03	The district will strive to build partnerships for funding with community businesses and organizations.

Financial Stewardship: Goal 2

By August 2022, ongoing educational opportunities regarding school finance and the district's current financial condition will be provided for students, staff, and community members.

ACTION STEPS	01	Provide quarterly school finance presentations at Board meetings.
	02	Add at least one finance message to district publications on a monthly basis.
	03	Develop a platform for engaging with non-connected community members on a semi-annual basis while sharing current financial data.

Financial Stewardship: Goal 3

By May 2023, the district will develop a framework for revenue generation, including considerations for levies, grant writing, enrollment, and other fundraising options.

ACTION STEPS

- | | |
|----|--|
| 01 | Maintain a positive cash balance at or above Board-approved thresholds. |
| 02 | Develop a reference guide for alternative funding sources, such as grants, donations, endowments, scholarships and more. |
| 03 | Survey the community to understand their sentiments and perceptions regarding a school levy. |

Priority IV: Facilities



Huber Heights City Schools will provide facilities that:

- ***INSPIRE*** a safe and welcoming environment
- ***PROMOTE*** current and future educational needs of students
- ***CULTIVATE*** hands-on, collaborative learning
- ***DEEPEN*** connections to skilled trades

Facilities: Goal 1

By January 2022, a new comprehensive 20-year maintenance plan for keeping all systems and technology in working order will be published.

ACTION STEPS	01	Evaluate the remaining lifespan of all systems, building fixtures, vehicles, and technology in the district.
	02	Calculate ongoing maintenance costs over a 20 years' time period.
	03	Create a timetable for upgrade of all systems, fixtures, and technology within the district.
	04	Create a 20-year budget (including inflationary cost increases over time) for maintenance and upgrades.
	05	Present 20-year plan with budget to the Board of Education for consideration and approval.

Facilities: Goal 2

By August 2023, newly constructed maker and lab spaces will support the integration of skilled trades, STEM, and career pathways as part of our core curriculum.

ACTION STEPS	01	Secure funding for facilities additions.
	02	Hire architect for planning services.
	03	Consult with industry leaders working in the specific skilled trade fields to help with design specs.
	04	Hire architect and construction manager through bidding process.
	05	Construct four new skilled trade lab spaces with needed equipment and supplies for Wayne High School students.
	06	Construct STEM/makerspace rooms for all seven K-12 schools.

Facilities: Goal 3

By August 2025, spaces will be redesigned to ensure that suitable classroom, office and learning areas are present in every school.

ACTION STEPS	01	Create one or more outdoor educational spaces for students.
	02	Create an inclusive and comprehensive redistricting plan that balances the number of students in each elementary school.
	03	Construct additional classroom spaces as warranted in our schools.
	04	Redesign spaces in schools to better meet student collaboration and active learning needs.
	05	Construct new or reconfigure existing spaces within schools to ensure that educational and related services have adequate space.

Benchmarking



In order to measure growth during the implementation of *Transcend 2026*, our district will:

- Create a system of checks and balances using our District Leadership Team and a Deeper Learning Team, both of which will review our progress semi-annually and suggest modifications to *Transcend 2026* accordingly.
- Collect data at various points throughout the next five years in order to quantitatively measure success and areas for improvement. At a minimum, the following survey data will be sought:
 - High school experience summary and post-graduation plans for each graduating class
 - SWOT analysis of deeper learning experiences of staff, students and community
 - Students, staff and parents/guardians' acknowledgement of curriculum, instruction, and staff reflecting the diverse perspectives and experiences present within the Huber Heights community
 - Social-emotional learning, including student competency, well-being measures, student supports, and environment
 - Affirmation of engagement and authentic learning being a preferred measure of student success
 - Core academic growth using district-selected benchmark assessments (STAR 360, etc.)

Glossary of Terms

- A** **DEEPER LEARNING** Deeper learning is an umbrella term for the skills and knowledge that students must possess to succeed in 21st century jobs and civic life. At its heart, deeper learning teaches competencies students master to develop a keen understanding of academic content and apply their knowledge to problems in the classroom and on the job. Those competencies are represented in our Portrait of Warrior (defined on page 7).
- B** **WRAPAROUND SERVICES** Wraparound programs are needs-driven and incorporate the natural support systems of a child with various agency personnel and community representatives. Natural supports include family members, extended family, caregivers, teachers and physicians, among others. The “wraparound” label refers to the fact that services are intended to wrap around the child in a way that supports him or her in all aspects of his life.
- C** **RESTORATIVE PRACTICES** Restorative practices are growing at schools around the country, empowering students and adults to resolve conflicts on their own or in small groups. Essentially, the idea is to bring students together in peer-mediated groups to talk, ask questions, and air their grievances. Furthermore, students who violate rules or codes of conduct are asked to accept responsibility for doing so and repair harm to both their peer and adult relationships.
- D** **FAIL FORWARD** Failing forward means learning from setbacks and making the necessary adjustments to move on and succeed. Instead of failure representing a negative experience, a “fail forward culture” promotes failure as a way to take responsibility, accept risks, explore innovation, develop resiliency, and feel empowered to try new things.

Our Contributors

Developing a strategic plan that impacts thousands of students, as well as our community, is not a job to be taken lightly. From the fall of 2020 into the summer of 2021, an extensive, collaborative process was used to develop the Portrait of a Warrior and Transcend 2026. We appreciate the time and effort of the following contributors.

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