

*Achieve Today,
Excel Tomorrow*



HUBER HEIGHTS
CITY SCHOOLS

THE STRATEGIC PLAN FOR HUBER HEIGHTS CITY SCHOOLS

DEAR HUBER HEIGHTS CITY SCHOOLS COMMUNITY:

On behalf of the Board of Education, I am very proud to present the latest edition of the Huber Heights City Schools Strategic Plan. This document is the culminating effort that will focus and guide our district on our journey to continuous improvement for years to come.

Our district embarked on this project, in concept, in the Spring of 2023, following a status update of our previous strategic plan. Following a thorough analysis of what had been completed, what was in progress, not started, and items deemed impractical to move forward, the Board of Education approved a process to revisit and revise the plan based upon the needs of the district today.

In the Fall of 2023, over 50 staff, parents, and community leaders volunteered to participate in the strategic plan steering committee and/or goal teams led by our facilitators from K-12 Business Consulting. A review of our district's academic performance data, previous strategic plan progress, and financial status guided the discussions and planning over several months. The interactions between goal teams, feedback from the steering committee, and extensive work compiling the thoughts and beliefs of what would be most important for Huber Heights City Schools in the years ahead allowed us to arrive at what we all believe to be a road map for success in this great district.

While this challenging work has brought us this final product, the real work ahead is just beginning. As superintendent, I am committed to honoring the direction that our community representatives have put forth and has been approved by the Board of Education. Accountability for success is a priority—the plan lays out a continuous model of goal setting, strategies to accomplish goals, and utilizing data to measure progress, all while providing regular status updates to the Board, district, and community.

The future is bright for Huber Heights City Schools, and we look forward to the current and future successes of our students as we “Achieve Today, Excel Tomorrow.”



Jason Enix
Superintendent
Huber Heights City Schools



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Huber Heights City Schools

OUR MISSION

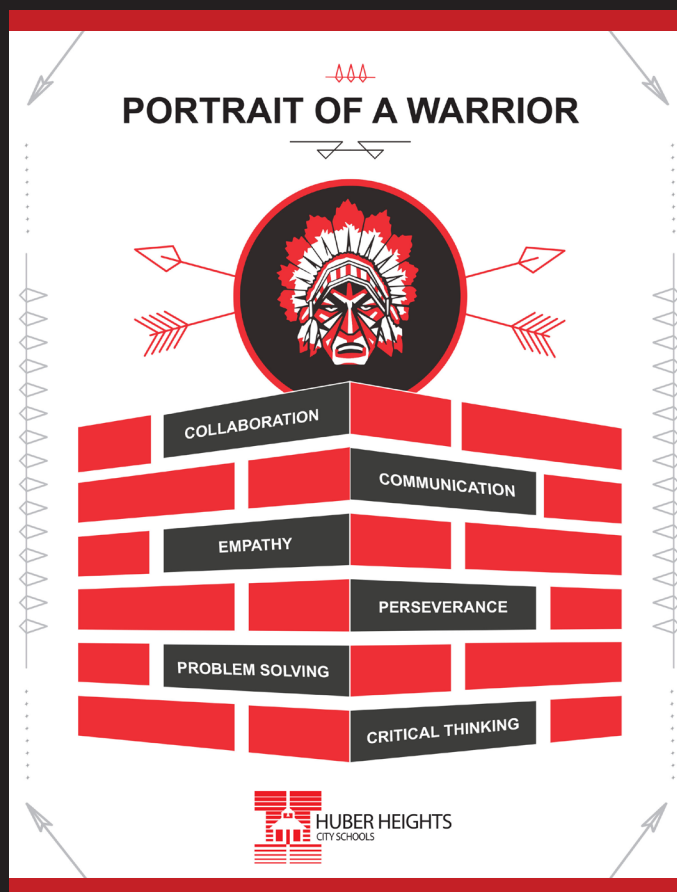
Empowering and inspiring our students for a successful future.

To empower our students to be academically and socially prepared for their futures through the support of excellent teachers and staff, families, and community partners.

OUR VISION

Achieve today, excel tomorrow.

We strive to teach students how to think critically and creatively. At Huber Heights City Schools, we proudly display our Warrior Pride by having our students learn today, so they're prepared for tomorrow.



COLLABORATION A warrior 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 A warrior 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.

CRITICAL THINKING A warrior consistently evolves the quality of their own thinking by analyzing, assessing, and reconstructing information to propose impactful solutions.

EMPATHY A warrior demonstrates awareness, sensitivity, concern, and respect to connect with the feelings, opinions, experiences, and culture of others.

PERSEVERANCE A warrior embraces the idea that failure is a part of success despite difficulty, opposition, and/or setbacks, while continually moving towards their goals.

PROBLEM SOLVING A warrior applies creative and innovative thinking while identifying, evaluating, and prioritizing solutions to difficult or complex situations.

PORTRAIT OF A WARRIOR



Focus Area 1:

IMPROVING STUDENT ACHIEVEMENT

Preparing our students for excellence by:

- Aligning district goals, practices, and data analysis.
- Implementing evidence-based instruction and operational strategies.
- Developing and improving intervention systems.
- Providing students and staff with the learning materials needed for their success.



HOW OUR RESULTS WILL BE EVALUATED

Yearly improvement of key State Report Card indicators (Achievement, Progress, Gap Closing, Graduation, College/Career/Workforce and Military Readiness).

Improving Student Achievement Action Steps

Utilize the District Leadership Team (DLT), Building Leadership Team (BLT), and Teacher Based Team (TBT) model to align district goals, instructional practice, and data analysis throughout the district.

✓ EVIDENCE INDICATORS

- Established meeting schedules with agendas demonstrating alignment of district goals and accountability throughout the district.
- Following review of State Report outcomes and progress toward district goals, the district will set new goals for the following year and establish quarterly data review toward goals/targets set by DLT/BLT/TBT teams.
- The Superintendent will provide a quarterly goals and measures review for the Board and communicate the progress toward those goals with all constituents.

Analyze and implement evidence-based instructional and operational strategies at the district and building level to improve structures for student achievement.

✓ EVIDENCE INDICATORS

- Following State Report Card analysis in DLT/BLT/TBT, identify and implement evidence-based instructional strategies and operational procedures focused on improving student achievement.
- Yearly improvement of building State Report Card indicators aligned to the district developed goals.

Continuous development and implementation to refine the Multi-Tiered System of Support (MTSS) model to identify students for Tier I, Tier II, and Tier III academic and behavior interventions (all students).

✓ EVIDENCE INDICATORS

- Establish consistent analysis structures of building-level data teams to identify support for all students (i.e., attendance, behavior, instructional/learning needs).
- Develop and implement an MTSS coaching team which will evaluate progress and opportunities for improvement quarterly.
- Grade level/department improvement on district assessments administered per goals/targets set by building/grade level/department teams and progress communicated quarterly to stakeholders.

Develop a comprehensive resource management plan to prioritize the learning materials needed by staff and students to successfully engage with all academic courses in the district.

✓ EVIDENCE INDICATORS

- Adoption of resource replacement cycle in alignment with district financial planning and identified priorities through data analysis.
- Establishment of a collaborative resource selection model, in alignment with state requirements (i.e., Science of Reading) and HHEA-negotiated agreement, that meets the instructional resource needs at every level of the district.



Focus Area 2:

GROWING CULTURE AND CLIMATE

Building a positive and rewarding experience for our students and families by:

- Creating and improving positive behavior interventions and supports.
- Developing a culture of trust and transparency.
- Providing opportunities for family and community engagement.



HOW OUR RESULTS WILL BE EVALUATED

Following collection of baseline assessment data of culture and climate from varied district stakeholders, improved outcomes across the identified focus areas will be measured.

Growing Culture and Climate Action Steps

Establish and/or improve Positive Behavior Interventions and Supports (PBIS) at all levels of the district, with support of a District PBIS Team to serve in an advisory function for implementation.

✓ EVIDENCE INDICATORS

- Data collection reflecting student, grade level, and building outcomes to be determined with student input by the building and district PBIS Team.



Develop a culture of trust, transparency, collaboration, and accountability among students, staff, families, and community.

✓ EVIDENCE INDICATORS

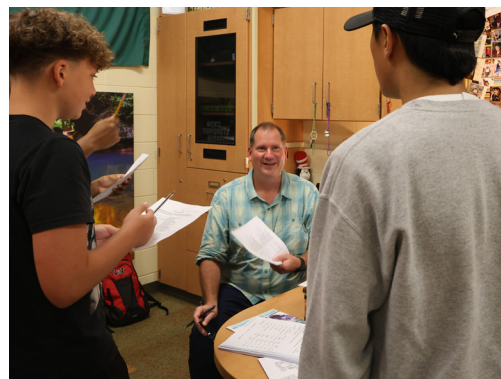
- Building and district focus groups to assess and provide input into culture and climate initiatives.
- Semi-annual report of those initiatives and data supporting progress.



Increase opportunities for family and community engagement within all school buildings and throughout the district.

✓ EVIDENCE INDICATORS

- Construct a baseline assessment of existing opportunities.
- Engage with Superintendent Community Advisory Board quarterly to provide input into opportunities for collaboration between HHCS and the community.



Focus Area 3:

ADVANCING OPERATIONAL EXCELLENCE

Ensuring our current and future students have access to the resources they need by:

- Creating a financially sustainable operations plan for the district.
- Collaborating with the MVCTC to ensure our students are exposed to and prepared for success in high-demand skilled trade areas.
- Anticipating and preparing for future district needs through a redistricting analysis.



HOW OUR RESULTS WILL BE EVALUATED

Ongoing analysis of all operational support systems for students, staff, families, and community while maintaining fiscally responsible methods for ensuring success.

Advancing Operational Excellence Action Steps

Develop a comprehensive, five-year maintenance plan for evaluation and ensuring a sustainable approach to the operations of the district.

✓ EVIDENCE INDICATORS

- Plan will include remaining lifespan of facility needs, technology, security, and other operational aspects of the district.
- Plan will include budget considerations in alignment with district financial planning.
- An annual report will be submitted to the Board of Education.

Explore new learning opportunities and spaces that support the integration of skilled trades, STEM education, and career pathways into the curriculum.

✓ EVIDENCE INDICATORS

- Engagement with MVCTC to determine expansion opportunities.
- Evaluate yearly and present options for consideration to the Board of Education.

Complete a comprehensive population and enrollment study in conjunction with a redistricting analysis for future district needs.

✓ EVIDENCE INDICATORS

- Engage with facilitator to complete the study with regular community engagement opportunities for feedback.
- Presentation of recommendations to the Board upon completion.
- Implementation of any approved recommendations per schedule established.



A photograph of three children sitting on a carpeted floor in a hallway, looking at a large sheet of paper. The image is overlaid with a red tint. The child on the left is a girl with long dark hair, the child in the middle is a girl with dark hair in pigtails, and the child on the right is a boy with curly hair.

Focus Area 4:

ENHANCING FISCAL RESPONSIBILITY

Maintaining transparency and establishing trust with district stakeholders and community members by:

- Informing stakeholders of our district financial plan.
- Offering transparency and enhancing our communication regarding the district's financial status.
- Being a good financial steward of district finances.



HOW OUR RESULTS WILL BE EVALUATED

Semi-annual analysis of district financial health through completion of the five-year forecast, adhering to Board policy requirements for cash reserves, and planning for future needs of the district.

Enhancing Fiscal Responsibility Action Steps

Engagement with district stakeholders to educate and inform of the district financial plan.

✓ EVIDENCE INDICATORS

- Establish quarterly Finance Committee meetings with varied district stakeholders, including review of goals and opportunities for growing community partnerships.
- Semi-annual report at Board meeting on committee work.



Establish an enhanced transparency strategy for communicating district financial status.

✓ EVIDENCE INDICATORS

- Utilize established district communication tools to provide a minimum of one financial message monthly to all district stakeholders.



Support all focus areas within the district strategic plan through responsible district financial stewardship.

✓ EVIDENCE INDICATORS

- The Treasurer will conduct regular budget review meetings with district administration and representatives of the strategic planning subgroups during various stages of implementation.
- Semi-annual report provided to the Board of Education.



Steering Committee Participants

BOARD OF EDUCATION

Shannon Weldon
Kelly Bledsoe

SUPERINTENDENT

Jason Enix

TREASURER

Penny Rucker

HUMAN RESOURCES

Adam Reed

BUILDING PRINCIPALS

Brent Carey
Rich Thompson
Becky Molfenter
Angela Harris

TEACHING STAFF

Kim Barnhart
Jennifer Cain
Tia Shewsbury
Deb Donathan
Aimee Ashcraft

CLASSIFIED STAFF

Becky Wilson
Jenny Franz
Sharon Emerson
Brandy McMillan

DISTRICT PARENTS

Cheryl McElroy
Melinda Hill
Lakishia Shepherd
Diane Brogane-Adams
Deb Burke
Cassandra Barga

COMMUNITY

REPRESENTATIVES

Richard Dzik
Mark Lightner
Laura Creeger
Chris Lindeman
Paul Schaffer
Chris Hall
Erika-Joy Cassidy
Carolyn Stefanik
Ryan Tarjanyi

Goal Team Members

GOAL 1

IMPROVING STUDENT ACHIEVEMENT

Kelly Bledsoe
Corine Doll
Lesha Wallace
Taylor Nicholson
Kim Barnhart
Aimee Ashcraft
Lakishia Shepherd
Deb Burke
Paul Schaffer
Carolyn Stefanik

GOAL 2

GROWING CULTURE AND CLIMATE

Chuck Doran
Pam Krach
Dwon Bush
Steven Mills
Tia Shewsbury
Becky Wilson
Cassandra Barga
Caryn Spence
Chris Hall
Erika-Joy Cassidy

GOAL 3

ADVANCING OPERATIONAL EXCELLENCE

Shannon Weldon
William Harris
Gary Doll
Alison Foreman
Alma Veldman
Brad Hemphill
Jenny Franz
Cheryl McElroy
Devi Quinones
Richard Dzik
Thomas Dillingham

GOAL 4

ENHANCING FISCAL RESPONSIBILITY

Mark Combs
Penny Rucker
Kate Little
Bryan Janson
Deb Donathan
Melinda Hill
Ryan Tarjanyi

Board of Education



MEMBERS OF THE HUBER HEIGHTS BOARD OF EDUCATION, FROM LEFT TO RIGHT:

Shannon Weldon

Mark Combs

Kelly Bledsoe

Erika-Joy Cassidy

William Harris

About the District

HUBER HEIGHTS CITY SCHOOLS SERVES STUDENTS IN GRADES PK-12 AT ONE PRESCHOOL, FIVE ELEMENTARY SCHOOLS, ONE JUNIOR HIGH SCHOOL, ONE SENIOR HIGH SCHOOL, AND ONE CAREER TECHNOLOGY CENTER.



13

DUAL-CREDIT COURSES



5,000+

STUDENTS ENROLLED FOR THE
2023-24 SCHOOL YEAR



30

WARRIOR SPORTS TEAMS



679

EMPLOYEES



379

STUDENTS GRADUATED WITH THE
CLASS OF 2023



13

GRADES WITH GIFTED
CURRICULUM

Glossary of Terms

BLT (BUILDING LEADERSHIP TEAM) A Building Leadership Team (BLT) is a school-based group of individuals who work to provide a strong organizational process for school improvement. BLTs orchestrate the work of school professionals, administrators, families, and students through the school improvement process. This process includes the examination of current practices, analysis of data, and setting/monitoring district goals.

CAREER PATHWAYS A Career Pathway is a collective look at education and training, wage, and outlook information for related occupations. These pathways offer an overview of the various career options, along with education and training, that can begin as early as grade 7.

CULTURE AND CLIMATE School climate is the feel of the school (the school's attitude), the behaviors, and points of view exhibited and experienced by students, teachers and other stakeholders. School culture is the way things are done in the school (the personality of a school), the underlying norms and values that shape patterns of behavior and attitudes, and expectations between stakeholders in the school.

DLT (DISTRICT LEADERSHIP TEAM) District Leadership Teams share responsibility for improving student achievement as part of a system-wide improvement focus. District Leadership Team (DLT) draws from all levels of the organization and may include: Superintendent, Treasurer, School Board representatives, school administrators, central office administrators, and teacher leaders throughout the organization.

FINANCE COMMITTEE The finance committee is facilitated by the Treasurer and includes stakeholders from the Huber Heights community. Its responsibilities often include the review of long-term financial plans and investments and providing advice to the board about the district's current and future financial position.

FINANCIAL STEWARDSHIP Financial stewardship is protecting the long-term assets of the school district through a commitment to moral, ethical, and prudent financial decision-making. Stewardship encourages a cooperative environment focused on the organization's success and involves the Board of Education, Superintendent, and Treasurer.

FIVE-YEAR FORECAST (FYF) The five-year forecast is a legally required document that is completed twice a year, in November and May, and submitted to the Ohio Department of Education and Workforce (ODEW) following approval by the Board of Education. The document covers three years of actual data and five years of anticipated revenues and expenditures.

FIVE-YEAR MAINTENANCE PLAN The five-year maintenance plan is a comprehensive plan that addresses the upkeep of the district's capital resources, which include facility needs, technology, safety, and security needs.

GAP CLOSING The Gap Closing component on the Ohio Report Card shows how well schools are meeting the performance expectations for students in English language arts, math, and graduation. It also measures how schools are doing in supporting English-language learners to increase language proficiency, reducing chronic absenteeism for all students, and identifying gifted students and providing gifted services.

GRADUATION RATE The graduation rate measures how many students are successfully finishing high school with a regular diploma in four or five years.

HHEA (HUBER HEIGHTS EDUCATION ASSOCIATION) HHEA is the professional union advocating for the rights of teachers, counselors, and other members of the association.

MVCTC (MIAMI VALLEY CAREER TECHNICAL CENTER)

MVCTC is a public career technology school located in Englewood, Ohio. It serves five southwestern Ohio counties (Montgomery, Warren, Preble, Darke, and Miami). Students from 27 partner high schools attend classes daily in one of 50 career programs.

MTSS (MULTI-TIERED SYSTEM OF SUPPORTS) Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention (RTI) and PBIS.

OHIO IMPROVEMENT PROCESS (OIP) The Ohio Improvement Process (OIP) is a framework used by district, building, and teacher leaders as they plan for local continuous improvement across grade levels and subject areas to impact student achievement. The process facilitates communication and decision-making between and across levels of the system (district, central office, school, grade levels, content areas, classrooms) and includes DLTs, BLTs and TBTs.

PBIS (POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS) Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate.

SCIENCE OF READING Science of Reading means an interdisciplinary body of scientific evidence that informs how students learn to read and write proficiently, explains why some students have difficulty with reading and writing, and indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to become effective readers. The Science of Reading does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach.

STATE INDICATORS On the Ohio Report Card on Schools, state indicators refers to the accountability measures of academic achievement and progress. These indicators are reported each year for each school district and building by the Ohio Department of Education and Workforce.

STEM EDUCATION STEM education is a learner-centered approach to teaching, providing students with a problem-based, transdisciplinary, and personalized learning experience. STEM education uses the foundational practices and skills essential to the core disciplines of Science, Technology, Engineering, and Mathematics.

SUPERINTENDENT COMMUNITY ADVISORY BOARD

A planned, newly developed (Fall 2024) cross-section of community members that will be scheduled to meet quarterly with the superintendent and select administrative personnel. The goal will be to provide district information, engage in relevant school and community topics of interest, and gather input on future issues impacting Huber Heights City Schools.

TBT (TEACHER BASED TEAM) TBTs are composed of teachers within the same subject, department, or grade level. The purpose of a TBT is to work continuously to strengthen teaching and learning for all students through collaborative planning based on the collective interpretation of assessment data.

TIER I, II, III Within MTSS, the tiers refer to the level of intensity of various interventions provided to a student, with Tier I being the least intense while Tier III being the most intense. Tier I typically refers to interventions that are delivered in the regular classroom. Tier II and Tier III interventions can be delivered outside of the regular classroom and could entail pull-out services.

VARIED DISTRICT STAKEHOLDERS Within a school community, the stakeholders have a vested interest in the success of the district. These stakeholders include staff, parents, students, community members, and business and civic leaders.



HUBER HEIGHTS
CITY SCHOOLS

MYHHCS.ORG