

WESTERVILLE CITY SCHOOLS



WESTERVILLE CITY SCHOOLS

Where You Belong

STRATEGIC PLAN

JULY 2024



PREPARED BY:





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Introduction

The following Strategic Plan represents the culmination of a comprehensive and collaborative effort by a diverse steering committee comprised of district staff, students, families, business professionals, community organizations, and other members of the Westerville City School District (WCSD) learning community. The committee convened multiple times from March through June 2024, engaging in facilitated sessions led by an independent strategic planning organization to accomplish this important task on behalf of the district. The committee designed the Strategic Plan to build upon foundational guiding documents that direct our efforts in the Westerville City Schools: the Portrait of a Graduate, the Essential Elements for High-Quality Instruction, and the Facilities Master Plan.



EDUCATIONAL FRAMEWORK

ESSENTIAL ELEMENTS OF HIGH QUALITY INSTRUCTION + PORTRAIT OF A GRADUATE

The **Essential Elements of High Quality Instruction** create the conditions for students to learn and demonstrate our **Portrait of a Graduate** competencies. These competencies will help students be successful in school and post-graduation. Together, they make up the district's **Educational Framework**.

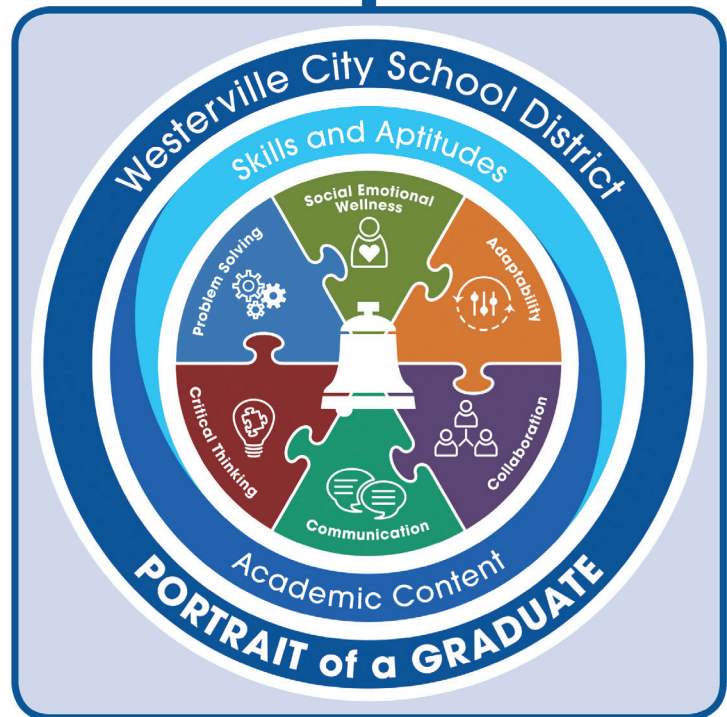
SAFE & INCLUSIVE ENVIRONMENTS



STUDENT-CENTERED LEARNING



CLEAR EVIDENCE AND APPLICATION OF LEARNING





Introduction

Building on the Portrait of a Graduate

The foundation of this Strategic Plan is deeply rooted in the WCSD Portrait of a Graduate, a journey that began in 2017. The Portrait of a Graduate aimed to articulate the desired skills and characteristics students develop during their PreK-12 experience to prepare them to contribute to the competitive and changing world in which we live. This process involved extensive engagement with teachers, building administrators, parents, and business and community leaders to identify the qualities necessary for our students' success post-graduation.

The competencies and visual design of the Portrait of a Graduate were finalized in 2021. These competencies—**Adaptability, Collaboration, Communication, Critical Thinking, Problem Solving, and Social-Emotional Wellness**—serve as the cornerstone of our educational approach.





Introduction

Essential Elements of High-Quality Instruction

Recognizing the need for clear expectations for the teaching and learning environment necessary to develop the competencies, in 2022, the district began to develop the Essential Elements of High-Quality Instruction. This work began with the fundamental question, "What is the purpose of school?" Through discussions and reviews of key documents, the Teaching & Learning team identified common themes like student achievement, equal access, workforce readiness, and global competitiveness. These themes informed the first draft of the Essential Elements, which, after feedback, were refined to three core elements: **Safe & Inclusive Environment, Student-Centered Learning, and Clear Evidence & Application of Learning.**

These elements, paired with the Portrait of a Graduate competencies, form the Westerville City Schools Educational Framework.

ESSENTIAL ELEMENTS OF HIGH QUALITY INSTRUCTION

SAFE & INCLUSIVE ENVIRONMENTS

WCS Staff are trusted adults who develop and provide spaces that are physically and mentally safe, values diversity and student authenticity. As a result, students are seen, heard, celebrated, and are able to thrive, grow, and take risks.



STUDENT-CENTERED LEARNING

WCS Staff facilitate student learning focused on the individual and collective needs of students, shared responsibility for learning and alignment to grade level standards while creating opportunities for student voice, choice and interests. Student-centered learning results in empowering students to be contributors of ideas, solutions, and talents in their local and global communities.



CLEAR EVIDENCE AND APPLICATION OF LEARNING

WCS Staff provide students various opportunities and options to demonstrate growth, understanding, and mastery of the grade level standards through regular formative and summative feedback and help students connect that learning to their future path through and beyond PreK-12 education.





Introduction

Alignment with the Facilities Master Plan

Integral to this Strategic Plan is its alignment with the WCSD Facilities Master Plan. The Board of Education established the scope and timeline for Phase I of this plan on April 15, 2019 and Phase 2 on April 22, 2024, in response to the growing enrollment and aging infrastructure that necessitated a more proactive approach beyond mere “patchwork” repairs.

The Facilities Master Plan allows WCSD to modernize its older classrooms and create 21st Century Learning & Teaching environments across all educational levels. This plan, developed through extensive community engagement and feedback, aligns with current educational goals, addresses safety and security measures, and accommodates growing enrollment by adding new schools and expanding existing ones.

Strategic Planning Process

At the outset, the WCSD Superintendent's Strategic Planning Committee members received detailed background information about the district, including how the district's Portrait of a Graduate competencies harmonize with the identified Essential Elements of High-Quality Instruction to form the district's Educational Framework. They also reviewed an overview of the WCSD Facilities Master Plan, along with feedback gathered from a series of engagement meetings with staff, students, parents, and the community. Additionally, they examined various academic, organizational, and financial needs of the district.

District officials strongly believe that the strategic plan structure should honor and reflect initiatives that are already in process while also incorporating additional priorities based on feedback from the Strategic Planning Committee. Their work, conducted in both large and small group sessions, produced a strategic framework reflecting extensive community feedback and aligning with the district's Portrait of a Graduate, Essential Elements for High-Quality Instruction, and the Facilities Master Plan.

Upon completing its charge, the committee presented the proposed Strategic Plan to the Board of Education. This document now serves as a roadmap, guiding and prioritizing the district's most critical work in the coming years.





Introduction

Conclusion and Implementation

Over the life of the plan, implementation teams will be responsible for establishing baseline measures, developing recommendations, facilitating the implementation, and identifying measures of success for each objective.

The creation of this strategic plan is a testament to the dedication and collaborative spirit of the WCSD learning community. By building upon our Educational Framework and the Facilities Master Plan, we have crafted a strategic plan that addresses current needs and prepares our students and community to work towards being the benchmark of educational excellence.





PRIORITY 1

Safe & Inclusive Environments



WCS Staff are trusted adults who develop and provide spaces that are physically and mentally safe, values diversity, and student authenticity. As a result, students are seen, heard, celebrated and are able to thrive, grow, and take risks.



Safe & Inclusive Environments

Objective 1.1

Promote the development of the whole child and cultivate relationships among students, staff, families, and the community.

Objective 1.2

Create accessible learning environments to ensure every student feels empowered and experiences a sense of belonging through a culture of diversity, equity, and inclusion.

Objective 1.3

Develop and implement clear and consistent two-way communication systems in accessible formats to inform and engage internal and external members of the school community.

Objective 1.4

Implement recruiting, hiring, and retention practices to secure a high-quality staff that is more reflective of the diversity of our students.

Objective 1.5

Implement a comprehensive system of support for employees to include training, mentorship, clear communication of expectations, and opportunities for collaboration and leadership.

Objective 1.6

Establish clear standards and metrics to evaluate safety, functionality, inclusivity, and quality assurance protocols within our learning and working environments.





PRIORITY 2

Student-Centered Learning



WCS Staff facilitate student learning focused on the individual and collective needs of students, shared responsibility for learning and alignment to grade level standards while creating opportunities for student voice, choice, and interests. Student-centered learning results in empowering students to be contributors of ideas, solutions, and talents in their local and global communities.



Student-Centered Learning

Objective 2.1

Implement a [Multi-Tiered System of Supports \(MTSS\)](#) framework to address academic, behavioral, and social-emotional growth.

Reference website: www.sst11.org/MTSS.aspx

Objective 2.2

Create family and community engagement opportunities to enhance learning experiences for our students and encourage a sense of belonging and unity.

Objective 2.3

Provide ongoing professional development for all staff focused on culturally responsive practices that promote student achievement, diversity, equity, and inclusion.





PRIORITY 3

Clear Evidence & Application of Learning



WCS Staff provide students various opportunities and options to demonstrate growth, understanding, and mastery of the grade level standards through regular formative and summative feedback and help students connect that learning to their future path through and beyond PreK-12 education.



Clear Evidence & Application of Learning

Objective 3.1

Provide all students opportunities to demonstrate the application of critical thinking, innovative problem-solving, and collaboration through learning experiences relevant to the demands of the modern workforce.

Objective 3.2

Provide all students with choices in a variety of future pathways and options to demonstrate mastery of grade-level standards.

Objective 3.3

Develop processes to evaluate the effectiveness of programming and resource allocation, prioritizing impact on student learning.





PRIORITY 4

Manage Resources Responsibly to Support the Educational Framework



WCS Staff are dedicated to advancing the Educational Framework through strategic initiatives and sound financial practices. Our efforts will promote financial stewardship, transparency, and accountability while aligning with educational goals, community expectations, regulatory requirements, and sustainability principles.



Manage Resources Responsibly to Support the Educational Framework

Objective 4.1

Develop and integrate technology systems for data collection, analysis, and reporting to showcase the effectiveness of district initiatives.

Objective 4.2

Utilize a comprehensive resource allocation framework that aligns budgetary decisions with the district's values and strategic priorities.

Objective 4.3

Promote financial stewardship, transparency, and accountability to ensure all financial activities support the district's mission and strategic goals.

Objective 4.4

Ensure the district remains responsive and resilient to changing demographics, technology, educational needs, and resource availability.

Objective 4.5

Align the Facilities Master Plan with educational goals, community expectations, regulatory requirements, and sustainability principles while addressing the school district's current and future needs and enhancing operational efficiency.



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