

# Print Your Plan



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## Basic Information

Plan Entity Name: FY 2026 Westerville City One Plan  
(0)

Plan Fiscal Year: FY 2026

Cohort #: 2

District IRN: 045047

Plan Status: Plan Submitted for Agency Review

Revision #: 0

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## Plan Information

### 1. Goal #1 of 2

#### 1.1. Root Cause Analysis

The inconsistent deployment of Westerville's adopted programs and selected instructional strategies indicates a need to increase the focus on teacher professional development and support. A key area to examine is how to scale implementation methods that match the scope and size of the district. In addition, there also needs to be more opportunities for building administration to continue to learn the programs, so that they can provide support to teachers based on information collected during walkthroughs.

#### 1.2. SMART Goal Statement

**increase 3.00 %** will be achieved by **06/30/2028** with **All Students** students for **English Language Arts** in **All Grades** at/in **Westerville City** using **State Report Card - Performance Index** to monitor groups.

#### 1.3. Student Measures

##### 1.3.1. Student Measure #1

Every **Trimester**, **English Language Arts - district approved diagnostic** of **All Students** will be monitored by **Coordinator of State & Federal Programs**, with an overall improvement of **increase 10.00 %** by the end of the plan.

12/01/2025	03/01/2026	06/17/2026	12/01/2026	03/01/2027	06/17/2027
12/01/2027	03/01/2028	06/17/2028			

#### 1.4. Strategies and Actions

##### 1.4.1. Strategy #1: Curriculum, Instruction and Assessment

###### 1.4.1.1. Strategy Level: Level 4

###### 1.4.1.2. Description:

Provide high quality, continuous professional development opportunities that enhance knowledge of programs and selected strategies.

###### 1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

###### 1.4.1.4. Action Steps

###### 1.4.1.4.1. Start Action Step: 2026, End Action Step: 06/30/2026

Continued PD and support on the Science of Reading and dyslexia screening.

###### Participant(s):

- District Administration
- Teachers
- Principals

###### 1.4.1.4.2. Start Action Step: 2026, End Action Step: 06/30/2028

PD on data analysis and how it drives instruction.

###### Participant(s):

- District Administration
- Teachers
- Principals

###### 1.4.1.4.3. Start Action Step: 2026, End Action Step: 06/30/2028

PD on Universal Design for Learning as a support for the MTSS process.

###### Participant(s):

- District Administration
- Teachers
- Principals

###### 1.4.1.4.4. Start Action Step: 2026, End Action Step: 06/30/2028

PD to support gifted cluster teachers to ensure that the needs of gifted students are addressed in the general classroom.

Participant(s):

- Teachers
- Principals
- Gifted Coordinator

1.4.1.4.5. Start Action Step: 2027, End Action Step: 06/30/2028

Adoption of and PD on selected tier 1, 2, and 3 interventions of the district's multi-tiered system of academic supports (MTSS).

Participant(s):

- District Administration
- Teachers
- Principals

1.4.1.4.6. Start Action Step: 2028, End Action Step: 06/30/2028

Deployment of MTSS strategies at all levels.

Participant(s):

- District Administration
- Teachers
- Principals
- Support Staff
- Related Service Personnel

1.4.1. Strategy #2: College and Career Readiness

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Provide schools with opportunities to learn evidence-based strategies to engage students and their families in understanding and planning a path to college or a career.

1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2026, End Action Step: 06/30/2028

Provide opportunities for families and community members to interact with the Strategic Plan and Westerville's Portrait of a Graduate.

Participant(s):

- District Administration
- Principals

1.4.1.4.2. Start Action Step: 2026, End Action Step: 06/30/2028

Provide building-based opportunities to increase family engagement with additional family input.

Participant(s):

- Teachers
- Staff
- Principals

1.4.1.4.3. Start Action Step: 2027, End Action Step: 06/30/2028

Build student and parent awareness of available career and college options.

Participant(s):

- District Administration
- Teachers
- Principals
- Counselors

1.4.1.4.4. Start Action Step: 2028, End Action Step: 06/30/2028

Analyze results of family engagement strategies and adjust as needed.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

1.5. Adult Measures

1.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

**MTSS Process - Participation** will be monitored each **Semester** by **Curriculum Director**, focusing on **English Language Arts Teachers and Reading/Literacy Teachers** with an overall improvement of **increase 50.00 %** by the end of the plan.

01/01/2026

06/01/2026

01/01/2027

06/01/2027

01/01/2028

06/01/2028

1.6. Funding Sources

1.6.1. FY 2026

Continued PD and support on the Science of Reading and dyslexia screening.

General Fund

1.6.1. FY 2026,2027,2028

PD to support gifted cluster teachers to ensure that the needs of gifted students are addressed in the general classroom.

Title II-A Supporting Effective Instruction

1.6.1. FY 2026,2027,2028

PD on Universal Design for Learning as a support for the MTSS process.

Title II-A Supporting Effective Instruction

1.6.1. FY 2026,2027,2028

PD on data analysis and how it drives instruction.

Title II-A Supporting Effective Instruction

1.6.1. FY 2026,2027,2028

Provide building-based opportunities to increase family engagement with additional family input.

Title I-A Improving Basic Programs

Title III Immigrant

1.6.1. FY 2026,2027,2028

Provide opportunities for families and community members to interact with the Strategic Plan and Westerville's Portrait of a Graduate.

General Fund

1.6.1. FY 2027,2028

Build student and parent awareness of available career and college options.

General Fund

1.6.1. FY 2027,2028

Adoption of and PD on selected tier 1, 2, and 3 interventions of the district's multi-tiered system of academic supports (MTSS).

General Fund

Title II-A Supporting Effective Instruction

School Psych Intern

IDEA-B

Special Education

1.6.1. FY 2028

Deployment of MTSS strategies at all levels.

Title IV-A Student Support and Academic Enrichment

General Fund

1.6.1. FY 2028

Analyze results of family engagement strategies and adjust as needed.

Title I-A Improving Basic Programs

General Fund

Title III Language Instruction for English

Learners

Parent Mentor Project (State)

Title III Immigrant

IDEA-B Special Education

IDEA Early Childhood Special Education

## 2. Goal #2 of 2

### 2.1. Root Cause Analysis

The downward trend in the discipline data, especially the out-of-school suspensions and subgroup reductions, is promising. However, there is still work to be done to build a more robust identification system and system of support districtwide. The district would benefit from additional time to review and determine additional identification tools, supports, and professional development for all staff.

## 2.2. SMART Goal Statement

By **06/30/2028** we will improve the performance of **All Students, All Grades** students at/in **Westerville City** to **decrease 5.00 %** in **Discipline** using **Discipline Occurrences**.

## 2.3. Student Measures

### 2.3.1. Student Measure #1

An overall improvement of **increase 20.00 % referred for tier 2 and 3 interventions**, will be reached for **All Students** in **Discipline - Referral Forms** as reported by **Coordinator of State & Federal Programs** each **Semester**.

01/01/2026	06/01/2026	01/01/2027	06/01/2027	01/01/2028	06/01/2028
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## 2.4. Strategies and Actions

### 2.4.1. Strategy #1: School Climate and Supports

#### 2.4.1.1. Strategy Level: Level 3

#### 2.4.1.2. Description:

Provide PD and support for the implementation of SEL programming.

#### 2.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

#### 2.4.1.4. Action Steps

##### 2.4.1.4.1. Start Action Step: 2026, End Action Step: 07/01/2026

Provide support personnel to assist buildings with behavior and mental health concerns.

##### Participant(s):

- District Administration

##### 2.4.1.4.2. Start Action Step: 2026, End Action Step: 06/30/2028

Continue PD on trauma informed instruction.

##### Participant(s):

- District Administration
- Teachers

- Staff
- Principals

2.4.1.4.3. Start Action Step: 2027, End Action Step: 06/30/2028

Creation of and implementation of a common behavior referral form.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

2.4.1.4.4. Start Action Step: 2028, End Action Step: 06/30/2028

Adoption of and PD on selected tier 1, 2, and 3 interventions of the district's multi-tiered system of behavioral supports (MTSS).

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

2.5. Adult Measures

2.5.1. Adult Measure #1

- School Climate and Supports

Every **Semester, Behavior - Participation of All Staff** will be monitored by **Coordinator of State & Federal Programs**, with an overall improvement of **increase 50.00 %** by the end of the plan.

01/01/2026	06/01/2026	01/01/2027	06/01/2027	01/01/2028	06/01/2028
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2.6. Funding Sources

2.6.1. FY 2026

Provide support personnel to assist buildings with behavior and mental health concerns.

IDEA-B Special Education

2.6.1. FY 2026,2027,2028

Continue PD on trauma informed instruction.

General Fund Title IV-A Student Support and Academic Enrichment

2.6.1. FY 2027,2028

Creation of and implementation of a common behavior referral form.

General Fund

2.6.1. FY 2028

Adoption of and PD on selected tier 1, 2, and 3 interventions of the district's multi-tiered system of behavioral supports (MTSS).

Title IV-A Student Support and Academic Enrichment	Title II-A Supporting Effective
Instruction	IDEA-B Special Education