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Basic Information

Plan Entity Name: FY 2026 Westerville City One Plan (1)
Plan Fiscal Year: FY 2026
Cohort #: 2
District IRN: 045047
Plan Status: Plan Agency Approved
Revision #: 1

Primary Contact: undefined (OEDS_Superintendent)
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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: 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):
- Counselors
- Principals
- Teachers
- District Administration

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

1.4.1. Strategy #2: 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: 06/30/2028
Targeted professional development for inexperienced teachers at quarterly meetings followed up by individualized professional development provided by a mentor teacher.

Participant(s):

- Inexperienced Teachers
- Teachers
- District Administration

1.4.1.4.2. 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):

- Gifted Coordinator
- Principals
- Teachers

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):

- Principals

- Teachers
- District Administration

1.4.1.4.4. Start Action Step: 2026, End Action Step: 06/30/2028
PD on data analysis and how it drives instruction.

Participant(s):
- Principals
- Teachers
- District Administration

1.4.1.4.5. Start Action Step: 2026, End Action Step: 06/30/2026
Continued PD and support on the Science of Reading and dyslexia screening.

Participant(s):
- Principals
- Teachers
- District Administration

1.4.1.4.6. Start Action Step: 2027, End Action Step: 06/30/2028
PD on high-quality Tier 1 instruction.

Participant(s):
- District Administration
- Teachers
- Principals
- Instructional Coaches

1.4.1.4.7. Start Action Step: 2027, End Action Step: 06/30/2028
PD to support teachers to ensure that the needs of EL students and students with disabilities are addressed in the general classroom.

Participant(s):
- Teachers
- Principals
- Building Leadership Teams
- Instructional Coaches
- Central Office Administration

1.4.1.4.8. 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):
- Principals
- Teachers

- District Administration

1.4.1.4.9. Start Action Step: 2028, End Action Step: 06/30/2028
Deployment of MTSS strategies at all levels.

Participant(s):
- Related Service Personnel
- Support Staff
- Principals
- Teachers
- District Administration

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
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 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
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

Targeted professional development for inexperienced teachers at quarterly meetings followed up by individualized professional development provided by a mentor teacher.

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 | IDEA-B Special Education | School Psych Intern | Title II-A Supporting Effective Instruction

1.6.1. FY 2027,2028

PD to support teachers to ensure that the needs of EL students and students with disabilities are addressed in the general classroom.

General Fund | Title II-A Supporting Effective Instruction

1.6.1. FY 2027,2028

PD on high-quality Tier 1 instruction.

General Fund | Title II-A Supporting Effective Instruction

1.6.1. FY 2028

Analyze results of family engagement strategies and adjust as needed.

General Fund | IDEA Early Childhood Special Education | IDEA-B Special Education | Parent Mentor Project (State) | Title I-A Improving Basic Programs | Title III Immigrant | Title III Language Instruction for English Learners

1.6.1. FY 2028

Deployment of MTSS strategies at all levels.

General Fund | Title IV-A Student Support and Academic Enrichment

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

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):

- Principals
- Staff

- Teachers
- District Administration

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):
- Principals
- Staff
- Teachers
- District Administration

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):
- Principals
- Staff
- Teachers
- District Administration

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

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).

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