

PURPOSE AND DESIGN



EDUCATIONAL PROGRAMMING



SAFETY AND WELLBEING



FACILITIES



TRANSPORTATION



# WEST CLERMONT

## ROADMAP REPORT

*Our Destination, The Journey So Far, The Road Ahead*

VOLUME NO.

2



WEST CLERMONT  
SCHOOL DISTRICT

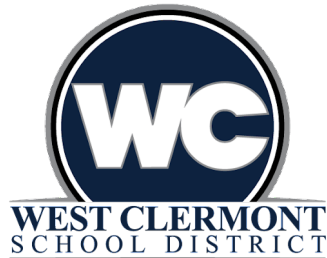
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# **WEST CLERMONT ROADMAP REPORT**

*Our Destination, The Journey So Far, The Road Ahead*

## **Volume No. 2**

Published by West Clermont School District on a periodic basis to provide district stakeholders (parents, staff, students, administrators, community members, and the Board of Education) with information about the district's community engagement activities, current challenges, and the path forward.

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Feedback is welcome. Comments on this report or related questions can be submitted to the district at [info@westcler.org](mailto:info@westcler.org).

To browse previous editions of the West Clermont Roadmap Report, visit our website at [westcler.org/roadmap-reports](http://westcler.org/roadmap-reports).





# Table of Contents

## 01 **Welcome to the Roadmap Report (Volume 2)**

---

Message from Superintendent Adams  
A District RISING to the Challenges  
Where We've Been This Fall  
The Road Ahead

## 05 **Data, Decision, & Event Timeline**

---

## 07 **Our Guideposts**

---

Portrait of a Graduate  
Trends in Education  
Academic Performance  
Five Year Financial Forecast  
Enrollment Projections  
Building Utilization & Condition Report  
Staff Retention and Engagement  
Community Engagement

## 11 **District Challenges**

---

Overview of the Five Challenges  
Student & Staff Safety & Wellbeing  
Educational Programming

## 17 **Our Toolbox**

---

Town Halls  
Focus Groups  
REACT Surveys  
ThoughtExchange  
Citizen Advisory Commission  
Superintendent Sessions  
Community Discussion Guides



# 01

## WELCOME TO YOUR ROADMAP REPORT

VOLUME 2



**“Every system is perfectly designed to get the results it gets.”**

Edward Deming



Use this QR code to access an exclusive video message from Natasha Adams



Since the spring of last year, we have been connecting with our stakeholders to discuss the pace of change in our lives—how rapidly the world is changing and how our student learning needs and experiences are changing with it. These realities and challenges are not unique to West Clermont, yet we are striving to be unique in our response. That’s why our efforts around community engagement are so important to us.

When I first came to West Clermont five years ago, we collaboratively created and updated our vision, mission, values, and strategic plan to align with the Board of Education’s aspirational vision. What I heard from the BOE and community is that you were seeking to be a destination district, nationally recognized, innovative, and cost-effective. We designed our vision of future-ready graduates—unique to West Clermont through the development of our Portrait of a Graduate.

In our post-pandemic community discussions, we find ourselves focused on the challenges we face as a district and have wrestled with the reality that the current education system was designed in a different era and constructed for a much different reality than we live in today. These conversations can be overwhelming and stressful but at the same time hopeful and filled with endless possibilities.

While some people believe that this “old factory model” for education is best for our kids because it is “traditional” and worked well enough for the parents and grandparents of West Clermont, the realities of our world suggest otherwise. What worked for us when we were students—even what worked five years ago—is no longer adequate for students we are sending into a world where, according to projections, the average worker will change jobs 12 times before they retire.

There is no doubt that West Clermont educators are striving to make the current education system work, and I am proud of the innovations and new approaches they have activated in our education ecosystem. However, these are **incremental** changes in a world that needs more. We need **transformational** change.

The pandemic has underscored the importance of being transformational rather than incremental. Transformational change demands that we find new ways to deploy and support staff strategically; new ways of using our time; and new ways to make education a personal, relevant, and engaging experience for every student.

There is a sense of urgency in helping our kids live and learn in an environment that transcends the traditional. We also have a responsibility to provide our dedicated educators with the tools, infrastructure, and autonomy to achieve this transformation. Therefore, our path forward will focus on the following strategic components: *student engagement, academic performance and pathways, operational excellence, high-performance culture and team, partnerships*, and more clearly defining *Portrait of a Graduate success measures*.

This volume of the WC Roadmap Report is designed to continue to describe the challenges we face, the data and information we use to make decisions, and provides topics for future discussion as we build our future together. This report will focus on two challenges: **1) Safety and Wellbeing, and 2) Educational Programming**. Our plan is to continue the Town Hall conversations, fully ensure everyone understands our current realities in serving our students and over time build a united commitment to abandon outdated models and work together to transform education for our children.

**Natasha L. Adams**  
Superintendent, West Clermont School District



# A District RISING to the Challenges

Regardless of the challenges before us, the West Clermont educators are here to **rise to the occasion**. We draw strength from the resilience of our students and work daily to

bring hope and possibility into their lives. As we dream big for our future, we create momentum every day that makes an immediate impact on our district. Here are some examples of that momentum:

Through our continued efforts to seek alternative funding sources, West Clermont has been able to make great gains in **student and staff safety and wellness**. This fall, we partnered with the Union Township Police department to hire a School Resource Officer for elementary schools. In addition, we partnered with the county commissioners, Family and Children First, and Clermont County Educational Service Center to provide two resource coordinators/social workers for our families. West Clermont was chosen as one of ten Ohio School Districts to be selected for a Whole Child Network grant in partnership with the Ohio Department of Education and our national education partner ASCD to strengthen our efforts in working with our community to coordinate resources and services. The first topic we are tackling together is our challenge around chronic absenteeism.

There have been many efforts in strengthening our **educational programming**. This Fall, three groups launched a professional development experience as a catalyst for transformational change focused on student-centered learning:

- The science, health, and physical education course-of-study team
- The second fellowship of educators learning to create authentic, relevant, community projects
- Administrators and teacher-leaders began a quality improvement community of practice

Following our success with American Modern Insurance Group, last spring Total Quality Logistics hired 10 of our high school students for customer support; 60% are still employed with TQL. We will repeat this opportunity in the spring for current seniors. Three other new programs to enhance our **WCYourFuture** initiative were kicked off this fall at the high school, including a Teacher Academy, an IT partnership with the University of Cincinnati, and interns in the district office, including high school technology and communication/marketing team members.

As you can see, district partnerships weave throughout our story because we know, **Together As One Community, We Learn, Lead, and Succeed**. We cannot make progress alone and wouldn't be where we are today without our community!



# Where We've Been This Fall



Engaging and empowering our stakeholders continued to be a focus of our attention this Fall. Starting in August we added a few new team members and reconvened the **Citizens Advisory Commission (CAC)**, a research arm of the Board of Education (BOE), with the task of investigating best practices in safety and security for our students. They will complete their study, which includes a student perception survey for grades 5th-12th, and make recommendations to the BOE sometime in early 2023.

The **interactive Town Hall** series has continued this fall at WCHS, Withamsville-Tobasco, and Merwin Elementary. Over 300+ people have engaged with us from our community, and we have received terrific feedback from our attendees. Some are just grateful to be part of the process and be heard, and some provide ideas for improvement.

Our listening and learning efforts are genuine; everyone is welcome and deserves a seat at the table. The superintendent and treasurer continue to meet with community business partners and legislators to **advocate** for West Clermont's most critical needs related to the new state funding model and seek alternative funding sources. In addition, we have launched our latest series of **focus groups** with a concerted effort on hearing staff voices and young alumni.

## The Road Ahead

### DECEMBER 2022/JANUARY 2023

At the November Board of Education meeting, we reviewed three critical reports that serve as guideposts in our decision-making:

- The 5-Year Financial Forecast
- Future Enrollment Projections
- Building Utilization and Condition Report

We will continue to analyze these reports in December. The data tells us there continues to be a rise in the student population, which inevitably leads to space issues. The building and condition reports highlight the challenges we face as a district as we continue to repair aging buildings. In addition, it highlights the realities in our elementary school buildings of a growing need for special education and elementary music, art, and Discover classrooms. Implications of these realities require consideration of increased class size, additional modular classrooms, and possible redrawing of attendance boundary lines. Our financial picture shows that we are able to keep our commitment to the levy lasting through 2024. You can review these reports here: <https://go.boarddocs.com/oh/wcasdoh/Board.nsf/Public>

### FEBRUARY 2023

We will continue our tradition of celebrating the district with #LOVEWC week, a State of the Schools message, and honoring our Partners in Education at a special recognition event. We are also excited about our spring series of interactive Town Hall events, with a new theme focused on the journey toward Portrait of a Graduate. This will be held on February 23rd at WCMS. Together, we will answer this question:



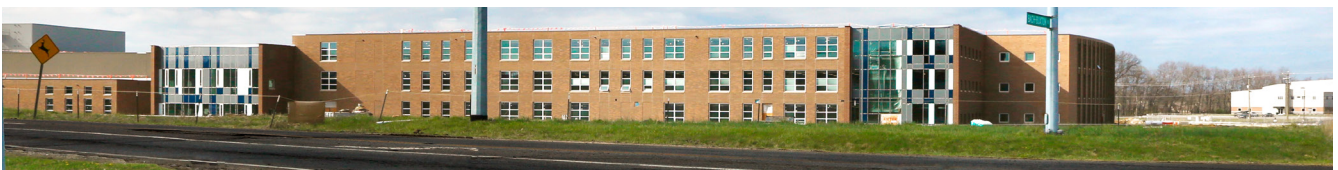
**What will it take from all stakeholders for ALL students to achieve "Portrait of a Graduate" outcomes?**

As we take a deep dive into this topic, we will continue to analyze our five challenges and brainstorm solutions for the future through the lens of the student experience. This is an event parents won't want to miss!

### MARCH 2023

Our Town Halls will continue. We will also be conducting a series of focus groups with our stakeholders. You can also expect another online REACT survey.

Our transformational vision for this district process is to stretch ourselves to move beyond what we've always known in education—a one size fits all mindset and approach. Everyone is welcome to be part of the **future-focused** conversation, and we invite you to **actively participate** in upcoming surveys, Town Halls, and focus groups. We must increase the momentum, continue to build on our success, and **courageously plan to take some bold moves now, not someday**—our children's future depends on it!



# 02

# Data, Decision, & Event Timeline

The timeline presented here provides a brief overview of some of the data, events, and decision points on the road ahead.

- **MIDWAY POINT THROUGH YEAR 2 OF ESSER** (Elementary and Secondary School Emergency Relief) **FUNDING**
- **WEST CLERMONT FACULTY FOCUS GROUPS** (Continues)

Topics discussed include Recruitment, Retention, and Attributes of a Modern/Transformational Teacher.

**NOVEMBER/DECEMBER  
2022**

**JANUARY  
2023**

Generated twice per year. An indicator of how well we are keeping our commitments to stakeholders.

- **FIVE-YEAR FINANCIAL FORECAST**
- **ENROLLMENT UPDATE**
- **BUILDING UTILIZATION & CONDITION REPORT**

Possible impacts and unknowns include inflation, increased special education needs, workforce shortages, health insurance, core instructional needs.

A continuation of our successful town hall meetings and interactive table discussions. The February topic will be: **THE STUDENT JOURNEY**

## Decisions at West Clermont are influenced by three key factors:

1. An assessment of hard data
2. The analysis of national and local trends and factors that could impact our district
3. Feedback from our stakeholders

Transformational change can only happen when these key factors become part of our decision-making dynamic.

The US Congress allocated temporary financial relief for school districts to stabilize themselves in the midst of the Coronavirus pandemic. West Clermont qualified for 14 million dollars.

- **MARCH 23: TOWN HALL MEETING AT SUMMERSIDE ELEMENTARY (7 P.M.)**
- **REACT SURVEY**
- **STAKEHOLDER FOCUS GROUPS CONTINUE**

**MARCH  
2023**

**FEBRUARY  
2023**

- **FEBRUARY 23: TOWN HALL MEETING AT WEST CLERMONT MIDDLE SCHOOL (7 P.M.)**
- **FEBRUARY 27: ANNUAL STATE OF THE SCHOOLS ADDRESS**
- **STAKEHOLDER FOCUS GROUPS BEGIN**

Presented at the BOE meeting and open to the public. This is the board and community's opportunity to hear how our district is doing and to learn more about the road ahead.

Small group discussion sessions with WC stakeholders. Topics will include: Safety & Wellbeing, and Educational Programming.

# 03



## GUIDEPOSTS

**Guideposts are a helpful way to remind all of us at West Clermont where we are and where we are going.**

### **Definition:**

- 1)** a pole at the side of a road, especially at a point where two or more roads meet, that gives information about places where the road goes and distances to them;
- 2)** something that helps to show where something is;
- 3)** a rule or a piece of advice or information that helps people understand something or know what to do.

**Cambridge English Dictionary**





## PORTRAIT OF A GRADUATE

This is our most important guidepost. We have even called it our North Star, something that not only guides us as a school system, but more importantly, also directs our students on their personal educational journeys.

Portrait of a Graduate will strengthen the student experience and elevate what a West Clermont Diploma means. It was designed with the help of our community and focuses on helping students:

- Engage in challenging and meaningful learning experiences
- Assess their own talent and aspirations
- Plan a pathway toward their own purpose
- Feel cared for and connected through the support of teachers, adult mentors, and guides

## TRENDS IN EDUCATION

The current realities of the national education landscape have a local impact as well. West Clermont is watching these trends closely. Some of the trends we are monitoring will have an impact on our challenges highlighted in this report. Other trends that we are watching include the following:

- **Pandemic-related Student Trauma and Learning Loss.** One national survey reported that 49% of students felt that anxiety, stress, or depression was impacting their learning. At the same time, 71% of teachers report that student morale is much lower than before the pandemic. We are not immune to these realities. (Sources: YouthTruth, Education Research Alliance for New Orleans, Education Week, RAND Corporation, Hanover Research).
- **Personalized Learning Paths.** Students develop at different paces and have varied learning preferences. One-size-fits-all classroom instruction will become a thing of the past as new models of learning emerge.
- **Teacher Innovation and Autonomy.** We believe that improved learning outcomes can be achieved when teachers are encouraged to innovate. West Clermont is already experimenting with programs that allow teachers to have more autonomy and bring innovative approaches to the learning environment.
- **Short-term and Long-term Funding Decisions.** In response to the 2020 pandemic, the U.S. Department of Education allocated a total of \$14 million to West Clermont from Elementary and Secondary School Emergency Relief (ESSER) funds. The goal was to help districts safely reopen schools; support student academic, social, and emotional wellbeing; and address pandemic-related learning loss. Those funds are not perpetual, and eventually, programs we have added will need to be phased out or funded through different means.

## ENROLLMENT PROJECTIONS

There is a national trend toward decreased enrollments in public education as some families opt to enroll their children in charter, private, or homeschool programs. However, West Clermont's student enrollment is steadily increasing with an expected increase of 1,100 students within four years. Increased enrollments impact building utilization, educational programming, and staffing. Building conditions can impact instruction as well.

## BUILDING UTILIZATION & CONDITION

Enrollment projections and building utilization and condition are closely related. We are already experiencing space needs in some of our elementary schools. As we consider predicted enrollment increases over the next five years, we must also consider the general education classroom space and support staff needed to accommodate more students.



## FIVE-YEAR FINANCIAL FORECAST

The five-year financial forecast serves as a tool to communicate and assess the financial health of a school district. School districts are required to submit five-year forecasts twice annually to the Ohio Department of Education and may elect to submit additional updates at any time. Each five-year forecast contains two components: 1) historical and projected financial data and 2) notes to explain any significant changes or "assumptions" the District used to develop the reported financial projections. In addition, Ohio's new FAIR SCHOOL FUNDING FORMULA, which calculates the amount the state provides to each school district, is holding our funding at a level equal to 2019. Any additional revenue needed to cover expenses (including inflation) needs to be obtained through local revenue.

## ACADEMIC PERFORMANCE

The Ohio Department of Education collects data from schools and districts to analyze academic performance in several categories. There are six components:

- Achievement
- Progress
- Gap Closing
- Early Literacy
- Graduation College
- Career, Workforce, and Military Readiness\*

\*Components receive 1 to 5 star ratings based on performance, with the exception of the College, Career, Workforce, and Military Readiness

## WEST CLERMONT SCORES 2021

Achievement	★ ★ ★
Progress	★ ★
Gap Closing	★ ★ ★ ★
Graduation	★ ★ ★
Early Literacy	★ ★





## STAFF RETENTION AND ENGAGEMENT

33% of teachers surveyed in a national survey this year indicated that they are “very likely” to leave the teaching profession in the next two years, up from 13% before the pandemic. 77% of teachers surveyed nationally said they feel “somewhat” or “extremely” stressed. Nationwide, 44% of new teachers leave the profession within five years. We must do more to retain teachers and make West Clermont a top destination for all staff. (Sources: Education Week, THE Journal, University of Pennsylvania Consortium for Policy Research in Education, National Association of Secondary School Principals, 2022 Hanover Research).

## COMMUNITY ENGAGEMENT

We are becoming recognized for our approach to involving parents, staff, and community members in our decision-making process. We must continue to incorporate best practices from other districts and industries that facilitate open, inclusive dialogue among stakeholders.



# 04

Earlier in 2022, we identified Five Challenges facing our school district. These challenges have been introduced and discussed at Town Hall meetings, focus groups, and were mentioned in Volume 1 of the WC Roadmap Report. In Volume 2, we would like to summarize these challenges again and then take a closer look at two of them: Safety & Wellbeing and Educational Programming.



## FIVE CHALLENGES

01

### Safety & Wellbeing

*How can we create a safe, supportive, collaborative learning environment that attracts and retains students and staff?* West Clermont is a diverse student body with unique learning and social-emotional needs. It's important that all of our students and staff feel safe in their learning and teaching environments and that everyone has a sense of belonging. Safety concerns are multifaceted, including physical, social, emotional, and cybersafety. Safety and staff wellbeing are also crucial to retaining staff and attracting new staff to the district..



02

### Educational Programming

*How can we best design learning opportunities and educational programming that serves the needs of modern learners?* Gone are the days of one-size-fits-all education. We know our schools must understand the unique needs of each student and provide the right pathway for each student. So, what does the future of learning look like in our school district? As we plan for the future and rethink learning in West Clermont, we must evaluate the types of educational opportunities we provide our students in the core curriculum of reading, writing, math, science, social studies, and beyond as well as career development opportunities.





## 03

### Purpose & Design

*How can we best design learning spaces that engage and inspire our students and encourage the behaviors and lessons we want to nurture so they are prepared for the future?* School District Design & Learning Environments refers to how the district's buildings and learning spaces can be utilized. Decisions about school buildings and space require our district to think about the future, and carefully consider factors such as "how do students best learn, and what experiences will make them successful?" It also refers to the development of a modern instructional design, aligned with a high-performing educator workforce.



## 04

### Facilities

*How can we best provide equitable and adequate facilities for all our students?* West Clermont currently owns nine school buildings that accommodate approximately 8,300 PK-12 students. In addition, there are support facilities such as the District Office and the transportation garage that are leased by the district. Recent projections forecast that the district will grow by approximately 1,100 students in the next 5 years.

## 05

### Transportation

*How can we best meet the transportation needs of our students?* West Clermont currently provides school transportation (busing) to all K-8 students who attend district schools. The district also provides transportation to a limited number of preschool and high school students whose disability requires district transportation. In addition, the district provides transportation to K-8 students who attend private schools within 30 minutes of their primary residence.



# Safety & Wellbeing



## TOP CHALLENGES FOR THE SCHOOL DISTRICT INCLUDE:

- Student engagement and chronic absenteeism
- Supporting significant changes in student behavior, especially at the early grades
- Connecting families to resources for basic needs and mental health
- Ensuring adequate staffing levels
- Addressing teacher overwhelm and burnout
- Retaining staff in the midst of a workforce shortage, including substitutes

## FRAMING THE CHALLENGE AND OUR CURRENT REALITIES:

Well-being is defined as the experience of health and happiness. It includes mental and physical health; physical and emotional safety; and a feeling of belonging, a sense of purpose, achievement; and success. Helping each student and staff member have a sense of well-being has always been a priority. Yet, since the pandemic, there has been a spotlight throughout our community on the importance and challenge of meeting these basic needs within the current reality of our school system.



### Portrait of a Graduate Outcomes:

A community-wide commitment to creating learning conditions that ensure each learner acquires the knowledge and skills to be successful in life and achieve Portrait of a Graduate outcomes.

### Protect and Expand Resources:

Protecting current investments and expanding numbers of qualified staff in the areas of whole child supports (e.g., counselors, psychologists, mental health specialists, resource coordinators, etc.)

### Whole Learner Focused:

The entire system must attend to the social, emotional, cognitive, mental health, and trauma-based needs of ALL learners.

## OUR CURRENT ABILITIES TO ADDRESS THE CHALLENGE:

West Clermont has adopted the Ohio Department of Education Whole Child Framework to address the needs of the whole child academically, socially, emotionally, and physically. Our initiative is supported by a community of partners we call the Whole Child Network. Our strategic efforts over the last several years include the following:

- Expansion of school-based health to include mobile dentistry from Health Source of Ohio
- Added an elementary School Resource Officer with Union Township Sheriff's Office
- Added Student Services employees, including school psychologists, secondary school counselors, resource coordinators/social workers, school nurse/health aides, behavior specialists, a parent mentor, and administrators and deans
- Added a grant writer to help us seek alternative funding sources
- Access to broadband and wifi in homes
- Meals provided to students and access to resources such as clothes, hygiene, and school supplies
- Professional development for educators to address trauma-informed care, mental health and behavior
- Curriculum provided for social-emotional learning, suicide awareness
- Positive behavior and intervention supports in place at all buildings
- Selected as 1 of 10 Ohio schools to partner with the Ohio Department of Education and Association of Curriculum Development to strengthen our Whole Child Framework initiative with our first focus on student attendance
- Created a staff retention team to address staff burnout, job dissatisfaction, and other challenges
- Received a grant for adding 3 therapists to our system
- Although we have raised pay and opportunities for substitute teachers, the local shortage impacts our ability to educate students effectively on a daily basis
- Safety in the school district is comprised of four parts: physical, social-emotional, cyber, and crisis response. We conducted a safety audit, made infrastructure and communication improvements, staff and student development, and Citizens Advisory Commission (CAC) focused on safety and security

**Impact Teams** focused on the **Student and Staff Wellbeing challenge** include the Citizens Advisory Commission, Insurance Team/Wellness Champions, and Whole Child Network. Each of these teams will take data and information gathered throughout our community engagement process, relevant school district data, research, and provide recommendations to the Board of Education (BOE).

### No Learner Marginalized:

ALL children, families, and staff must be embraced, valued equally and served with equity.

### Relationships with Families:

Growing our relationship with parents and caregivers as our top partners and providing more training and resources to support our partnership.

### Aligned Community Resources:

To meet Whole Learner needs, educators, learners, and learners' families must have access to a robust, multi-tiered system of supports and partnerships for learning.

### Retain Talent:

Growing, retaining, and attracting top talent, including investments in our staff and professional development, time and support, and a substitute workforce.



# Educational Programming

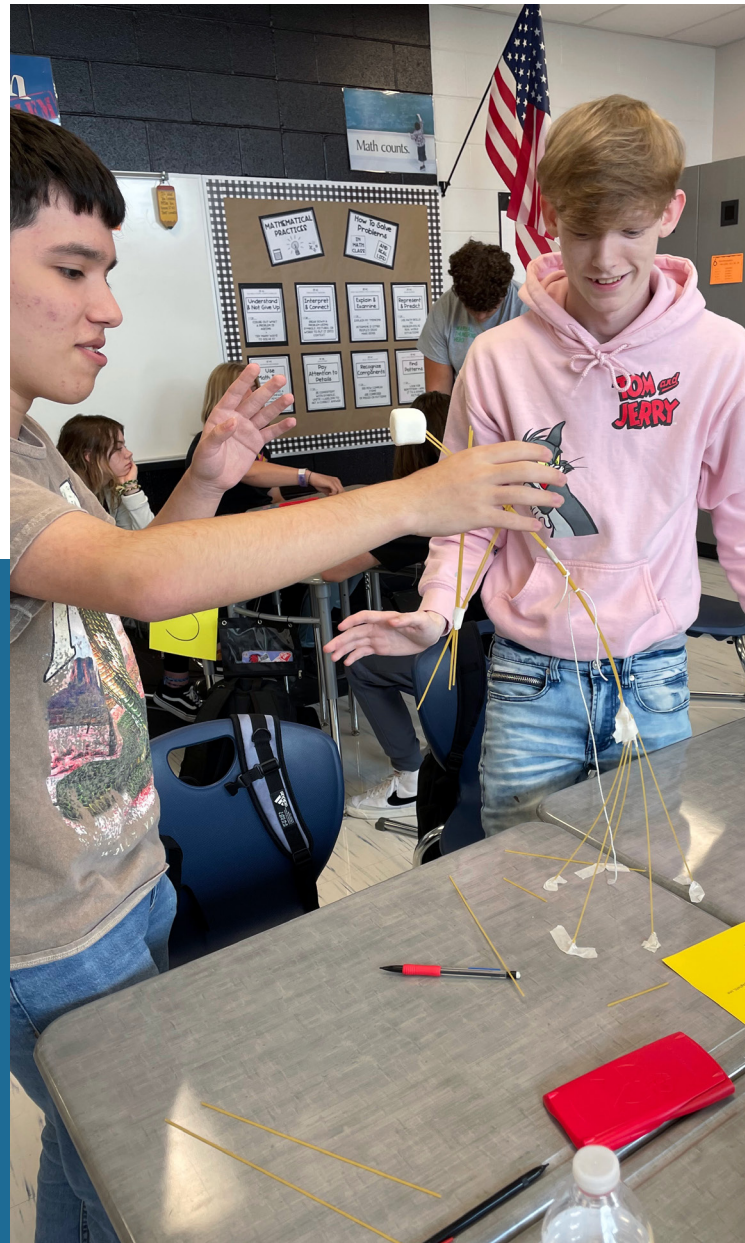
## TOP CHALLENGES FOR THE SCHOOL DISTRICT INCLUDE:

- The reality of kindergarten readiness rates being low
- Struggling readers at the third-grade level
- Too few students accessing and being successful in algebra by the end of middle school
- Graduation rates
- At-risk student populations performing consistently behind their peers

These concerns are elevated by chronic absenteeism, and student behavior challenges.

## FRAMING THE CHALLENGE AND OUR CURRENT REALITIES:

Before the pandemic, West Clermont School District was making academic progress; however, we were not satisfied with our results. We worked tirelessly to make incremental improvements despite the lack of core curriculum resources and support. The pandemic and disruption to learning over the course of the last few years have had additional negative impacts on student achievement, attendance, and behavior. Although there have been moments of progress to celebrate, we have a steep climb ahead of us to close learning gaps and transform our overall educational system to better meet the needs of modern learners. Early academic and perception data gives us a strong indication that we are on the right road to recovery and we should stay the course.



## MOVING TOWARD TRANSFORMATIONAL CHANGE

### Portrait of a Graduate Outcomes:

A community-wide commitment to creating learning conditions that ensure each learner acquires the knowledge and skills to be successful in life and achieve Portrait of a Graduate outcomes.

### Protect and Expand Resources:

Protecting current investments and expanding resources (e.g., Curriculum adoption cycles, technology, instructional coaches, and job-embedded supports)

### Future Driven:

Schools must routinely anticipate forthcoming changes in the career landscape to inform all decisions today.

### Student-Centered:

In order to meet ALL learners' social, emotional, and cognitive needs, instruction and learning must happen on a growth model continuum, where data analytics, planning, learning, and evidence of learning operate in a feedback loop to personalize learning and build mastery.

### Learning Accelerators:

Broadband and devices must be made available so that ALL learners must have access to the technologies necessary to access and accelerate learning.



## OUR CURRENT ABILITIES TO ADDRESS THE CHALLENGE:

When it comes to helping students continue to master the fundamentals, our data shows that ensuring students are literate by the end of the third grade is a top priority. That is why the school district has been focused on creating a comprehensive literacy program to advance literacy skills. In addition, with the infused federal dollars, we have invested in modernizing the math and science curriculum. These curriculum investments are the first in over a decade and will strongly impact student outcomes. Our strategic efforts over the last few years include the following:

- Additional professional development opportunities with staff for literacy, math instruction, and technology integration
- Provided a Chromebook for each student, and a replacement cycle is planned
- Instructional experts/coaches providing job-embedded support for teachers
- Adding art, music, physical education, and Discover in elementary schools provides educational opportunities for students and time for teachers to increase collaboration.
- Expanding WCYourFuture, career ed programming provides a full-time administrator overseeing career education programs district-wide and a new digital system called SchoolLinks for career exploration 6-12
- Added Community Share, a community partnership tool with professional development added to bring real-world learning into classrooms
- Investment in our data infrastructure with new tools, software, assessments, and human capital to know our students better
- WC Wolfpup preschool received the top rating of a 5-star program
- Expansion of special education continuum of services, including additional administrators, teachers, specialists, and paraprofessionals
- Additional English language learner teacher
- Added both a librarian who splits time between middle school and high school, and a rotating librarian aide to support the 7 elementary school libraries.

**Impact Teams** focused on the **Educational Programming challenge** include the District Leadership Team. These team members will take data and information gathered throughout our community engagement process, relevant school district data and research, and provide recommendations to the Board of Education.

### Aligned Community Resources:

To meet Whole Learner needs, educators, learners and learners' families must have access to a robust, multi-tiered system of supports and partnerships for learning.

### Access to Real-World Learning:

Partnerships are needed with institutions of higher learning, business, philanthropy, employers, libraries, social service organizations, community members, and many more to provide authentic projects, internships, pre-apprenticeships, job-shadowing, career-based learning, etc.

### Modernized Curriculum:

To align with the rigor of state standards and assessment, curriculum has to be updated on a regular basis.

### New Roles for Educators

Educators will continue to grow, develop, and shift practices to align to the Portrait of a Graduate outcomes. Educators will build the competencies necessary for today's education workforce.

### Modernized Learning Environments:

Learning spaces beyond the walls of the classroom and flexible spaces are required to provide rigorous academic content mixed with experiences that intentionally cultivate skills, mindsets, and literacies required to create lifelong learners.

# 05



## TOOLBOX

Communication and dialogue with stakeholders is at the foundation of our strategy. There are several “tools” we have been using, and will continue to use, in an effort to include a diversity of stakeholder voices and insights. Not surprisingly, we call this our toolbox. If you have already experienced one of more of these “tools,” we invite you to continue to be involved. If you have yet to participate, please accept a sincere invitation to get involved. Your voice really does matter.

### Interactive Town Hall Meetings



We have facilitated five Town Hall meetings since the Spring of 2022. If you have been a participant, you know that these meetings are very collaborative. After a brief introduction from Superintendent Adams, participants, arranged at round tables, engage in topic-based discussions. A main goal of every Town Hall meeting is to put our stakeholders at the center of the challenges and opportunities we face as a district.

Participants at each table are provided with “current reality” data cards that summarize the information and facts facing district administrators. The goal is to use the collective knowledge, wisdom, and insights of stakeholders at each table to consider potential consequences our district could face on the road ahead and brainstorm potential solutions.

Based on exit surveys we have done, 97% of Town Hall participants have rated the table discussions as excellent or very good. 95% of participants have indicated that the town hall meeting was well worth their time.

Here’s the Town Hall schedule for February through April. Plan on joining us, and be a part of the conversations:

**Thursday, February 23**  
**7:00pm - 8:30pm**  
**West Clermont Middle School**

**Thursday, March 23**  
**7:00pm - 8:30pm**  
**Summerside Elementary School**

**Thursday, April 27**  
**7:00pm - 8:30pm**  
**Amelia Elementary School**

You can sign up to attend the Town Halls by visiting <https://forms.gle/x4F1DVg9ZsvGAN9g9>

## Focus Groups



In the last year, we have conducted 14 live or virtual focus groups with 8 to 10 participants in each session. Most recently, we held live sessions for West Clermont teachers and staff that focused on **Retention and Recruitment**. Why do people like working at West Clermont? What are the factors that make the district a great place to work? What could be improved? How can West Clermont become a destination district for families, teachers, and staff? These were just some of the questions we put in front of the participants.

Going forward, we are doing a series of 25 live and virtual focus groups for parents, students, staff, community partners, and West Clermont alumni. Our general focus will be on the elements of our Portrait of a Graduate vision. This is our North Star. Everything we do on the road ahead, everything we do today, is done with our Portrait of a Graduate vision in mind. Your voice matters, and we invite you to be a part of these important conversations. Soon, you should be receiving an email with more details about the focus groups, including dates, times, and how you can sign up to participate.

## REACT Surveys

We have several REACT surveys slated in the near future. In 2022, these surveys focused on our Top Five challenges. Our goal was to gather broad stakeholder feedback and perspective on these challenges. Going forward, we will be asking for feedback on the solutions we have been discussing and ideating in Town Halls, Focus Groups, Superintendent Sessions, and in district leadership meetings.



These surveys feature brief videos and other visual information that give you valuable context as you respond to the questions. Look for email invitations as these REACT surveys go live. It's one more way for you to learn more about what's happening on our journey and to make your voice count at West Clermont.

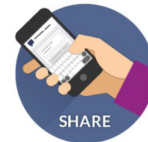


**Together as One Community  
We Learn. We Lead. Succeed.**

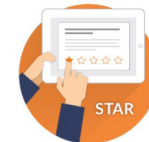
## ThoughtExchange

There are times when we can benefit from immediate, just-in-time feedback. Using ThoughtExchange, we are able to capture the collective wisdom of community stakeholders using a single, open-ended question. Participants can read and rate the responses of others. District leadership can then use dashboard analysis tools to see patterns that inform decisions.

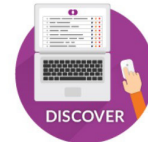
You may be invited to participate in a ThoughtExchange activity later this year. It only takes a few minutes, and it is one more way to contribute your voice and perspective.



Participants share answers to open-ended questions



Participants consider ideas from others and add stars to the ones they like best



Everyone discovers what is important to the group



## Citizen Advisory Commission



Our Citizen Advisory Commission (CAC) was established in Fall 2021. The CAC is a panel of approximately 12 to 15 West Clermont stakeholders, predominantly parents and staff that are selected by the Board of Education. CAC members are tasked with exploring a specific issue and then making recommendations to the Board of Education. The research includes compiled data from local, state, and national organizations as well as primary research by the CAC itself. This primary research can include surveys to district stakeholders, presentations from a wide variety of experts who are invited to the CAC monthly meetings, as well as “pulse of the community” feedback from friends, neighbors, and colleagues of CAC members.

In the spring of 2022, the CAC provided the Board of Education with recommendations on middle school start times. In August of 2022, the CAC began exploring the issue of school safety and security, and will have a report for the Board of Education later this year. As part of their work on school safety and security, the CAC sponsored a school safety survey for 5th to 12th-grade students that was given at school last October. They have also helped develop a Community Guide titled “Talking to Your Kids About Safety and Wellbeing.” This is a family-oriented activity that provides an opportunity for parents, caregivers, and all community members to discuss school safety and security issues with children. There is more information about the Discussion Guide on the back cover of this WC RoadMap Report.



## Superintendent Sessions



Superintendent Adams maintains a regular schedule of one-on-one and group meetings with West Clermont stakeholders. In any given week, you will find her engaging with people at schools and in the community. She is always listening and often educating people about the things West Clermont has been doing and will be doing to ensure that this is a destination district where **together as one community we learn, lead, and succeed.**

If you would like to schedule a Superintendent Session for your neighborhood or stakeholder group, please contact Superintendent Adams' office.

## Community Discussion Guides

Our newest tool is the Community Discussion Guide, designed as an activity for stakeholders to engage in group discussions around the five challenges. The first of these is **Talking to Your Kids About School Safety and Wellbeing**, created especially for families to have dialogue around one of the most important issues on the educational landscape: school safety and wellbeing.

There will be another Community Discussion Guide on a different topic available later in the Spring. You can download your copy of Talking to Your Kids About School Safety and Wellbeing by using the QR code on the back cover of this WC RoadMap Report.

### TALKING TO YOUR KIDS ABOUT SAFETY AND WELLBEING DISCUSSION GUIDE

Prepared by the  
West Clermont Citizens Advisory Commission  
[www.westcler.org/cac](http://www.westcler.org/cac)

#### TALKING TO YOUR KIDS ABOUT SAFETY AND WELLBEING

At West Clermont, ensuring that all students can attend school in an environment that is safe, secure, and supportive has always been our top priority. With the recent rise in school safety-related incidents, school safety has been the subject of increased focus both inside and outside of our communities.

As we have talked with students, staff, and families over the last several years, a consistent theme has been that the adults in our community are looking for ways to talk with their students and children about safety and security at school. While we as parents, guardians, and staff know that talking to our next generation of leaders and citizens about safety and security is important, we're not always sure where to start.

The West Clermont Citizens Advisory Commission (CAC) has answered the call by researching and creating the tool you hold in your hands. The goal of this project has been to create an easy-to-use resource for both families and staff to engage in meaningful and important conversations about school safety and wellbeing with their children and students.

There are two parts to this tool:

- A Handy Discussion Guide.** This page is a list of thoughtful questions that you can use as you talk with your children and students. The questions are in no particular order and you can pick and choose how and when to use them. We encourage you to bring up these questions at ideal times and to make this a natural part of your ongoing dialogue with your children and students. It is more effective to spread the questions out over a longer period of time rather than sitting down and going through all of them in one sitting.
- An In-Depth Survey.** This survey is a more formal way to gather insight about your child's experience and feelings on different aspects of school safety. While sharing your kids' responses with the district is entirely optional, we would love to learn more about the trends across our district. Our goal will be to take your responses, look for themes and areas for improvement, and then use your feedback to guide our ongoing work around these topics. When sharing your results, please DO NOT include the names of students, teachers, or school staff.

To submit your responses online, go to <https://bit.ly/WCCACSafety> or scan this QR code with your smartphone:

This Talking to Your Kids About Safety and Wellbeing parent guide creates another link between families and our schools. We urge parents and community leaders to take some time to complete this activity with your children. Our hope is that it sparks important, meaningful, and ongoing conversations on this very important topic. While the questions are written for 5th-12th grade students, you may choose to rephrase them to include younger students. We also invite you to share this activity with the people in your professional and social networks, including: civic, social, and faith-based organizations.

#### TALKING TO YOUR KIDS ABOUT SAFETY AND WELLBEING DISCUSSION GUIDE

**FEELING SAFE: Places, Events, Activities**

The purpose of this question is to ask how safe your child feels at school and other school events and activities. Start by asking them to think about each of these places and then tell you how safe they feel there. Encourage them to select one of the response choices that range from "ALWAYS feel safe" to "NEVER feel safe." Encourage them to tell you about their feelings as you note their responses. If your child has not been to one of these places or events, just focus on the ones they have.

1. How safe do you feel in the following places at or around your school building?

	ALWAYS	MOST OF THE TIME	SOMETIMES DO NOT	DO NOT MOST OF THE TIME	NEVER	N/A
In the classroom						
In the hallways						
At the cafeteria						
In the restrooms						
In the locker rooms (if applicable)						
On the school grounds						
On the bus (if applicable)						
At before school or after school activities						
At school athletic events (plays, concerts, etc.)						

**INDIRECT PERSONAL PROPERTY LOSS AT SCHOOL**

Having something stolen from you when you are not looking can be disturbing. Start by asking if your child has had something taken from them without their permission. Then ask the follow-up questions to learn more about their experience.

2. Over the last year, have you had something taken from you at school or at a school-related activity without your permission or knowledge?

Yes  
 No

A Discussion Guide for Families

# Talking With Your Kids About Safety and Wellbeing



## TALKING TO YOUR KIDS ABOUT SAFETY AND WELLBEING DISCUSSION GUIDE

Prepared by the  
West Clermont Citizens Advisory Commission  
[www.westcler.org/cac](http://www.westcler.org/cac)



Student and staff safety and wellbeing is one of the most important issues at West Clermont, something we encourage families to discuss at home. West Clermont's Citizens Advisory Commission has prepared a helpful guide designed for family and community conversations around this topic. To download a copy of **Talking With Your Kids About Safety and Wellbeing**, use the QR code below.



[westcler.org/safety](http://westcler.org/safety)

INSTANT  
DOWNLOAD  
AVAILABLE NOW!

