

WEST CLERMONT

ROADMAP REPORT

Our Destination, The Journey So Far, The Road Ahead

WINTER 2024

VOLUME NO.

5



MODERN LEARNING DESIGN



EDUCATOR WORKFORCE



**FAMILY & COMMUNITY
PARTNERSHIPS**



LEARNING ENVIRONMENT

FOCUS OF THIS VOLUME:



- Measurable Success
- Revisiting Our Guideposts
- District SOAR Analysis
- Voice of the Student
- Future-Ready Students

WEST CLERMONT SCHOOL DISTRICT
4350 Aicholtz Road
Cincinnati, Ohio 45245

P: 513.943.5000

F: 513.752.6158

info@westcler.org

<https://www.westcler.org>



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Our Destination, The Journey So Far, The Road Ahead

Volume No. 5 **Winter 2024**

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.



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01

WELCOME TO YOUR ROADMAP REPORT

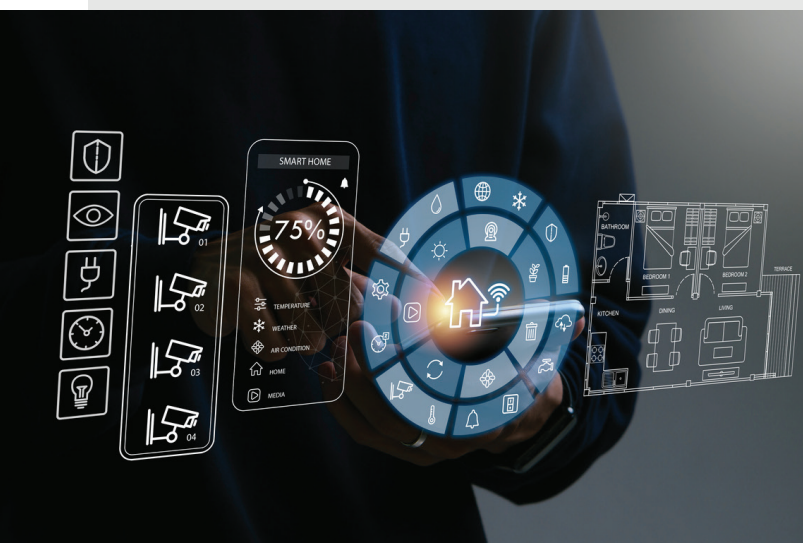
VOLUME 5



We are always looking to the future from a position of *where we are now*. It can seem daunting. If you consider all of the factors that currently impact the education of West Clermont students, one could feel overwhelmed, vulnerable, maybe in a fog. Many of the school superintendents I talk with in our area and across the country are experiencing these feelings, as are many of the students, staff, and families in their districts.

At West Clermont, we can celebrate measurable improvement in several areas considered to be traditional measuring sticks of a successful school district. By these standards, we are indeed a district on the rise. However, the world is changing rapidly, and so are the measuring sticks that employers, colleges, and families use to determine what constitutes success.

Societal and technological changes are accelerating at a rapid pace, affecting the way people live, work, and get ahead in life. We must prepare students for a future that is hard for many people to imagine. One vivid example of this is AI (artificial intelligence), a term that has already entered the vocabulary of many of our 4th and 5th graders (based on focus groups at all of our elementary schools). When asked to give examples of how AI is changing the world, many of these 10-year-olds were quick to raise their hands and talk about robots, drones, and even their schoolwork. Kids have a unique ability to embrace change and make things like AI a part of their lives.



TOGETHER WE LEARN, LEAD, AND SUCCEED



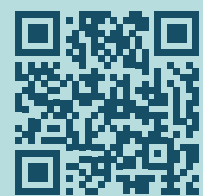
One of our challenges as stakeholders is our own ability to embrace change, innovate, and take action. The decisions we make about educational programming, modern student-centered learning environments, academic and career pathways, and durable skill development will affect how our kids live, work, and get ahead in life. Some of these decisions are relatively easy to take action upon now and will yield incremental improvements. Other decisions are more complicated and require us to explore options, validate needs, and refine our vision of the future. These are the decisions that will lead to transformational change.

This edition of the Roadmap Report provides information and stories that tell you more about where we are now, how we got here, and where we are going. Stakeholders in our community have been actively engaged in a process of sharing, listening, and idea testing. We have collaboratively been envisioning the future. This is becoming part of our culture and is a key factor that will help drive transformational change. It is tangible evidence that together we can learn, lead, and succeed.

— **Natasha L. Adams**

SHARE YOUR FEEDBACK

As you read this Roadmap Report, we welcome your comments and feedback. Please use the QR code below.



<https://www.surveymonkey.com/r/PSHP73B>

02



WHERE ARE WE NOW?

OHIO SCHOOL REPORT CARD AND QUALITY PROFILE

Let's start with some good news from the **Ohio School Report Card and Quality Profile**. On the five star scale, we have moved from three stars to four. Definitely, something to celebrate. The State Report Card finds that:

- We are exceeding state standards in closing educational gaps
- We are meeting state standards in both academic achievement and graduation rates
- We are meeting state standards in early literacy (K - 3).

Taking a closer look at our progress and performance, it is evident that when it comes to academic achievement, West Clermont is on the rise. Our student performance results (published in the 2022/23 Quality Profile) provide "significant evidence" that we have exceeded student growth expectations.

Use this QR Code to access the 2022/23 Quality Profile



ACADEMIC ACHIEVEMENT IS ON THE RISE!



SUBJECT	INCREASE IN PROFICIENCY	COMPARISON TO STATE AVERAGE
3rd grade ELA	▲ 15.9% since 2021	8% higher than the state average
3rd grade Math	▲ 9.1% since 2021	4.5% higher than the state average
6th grade ELA	▲ 9% since 2021	3% higher than the state average
6th grade Math	▲ 9.8% since 2021	2.5% higher than the state average
7th grade ELA	▲ 9.8% since 2021	
7th grade Math	▲ 6.5% since 2021	
8th grade ELA	▲ 15.5% since 2022	
8th grade Math	▲ 19.4% since 2022	
8th grade Science	▲ 12.2% since 2021	12.4% higher than the state average
High School ELA II	▲ 6.9% since 2022	13.1% higher than the state average
Algebra I	▲ 8.4% since 2021	15.8% higher than the state average
Geometry	▲ 6.2% since 2022	3% higher than the state average
Biology		10.8% higher than the state average
American History		8.3% higher than the state average
American Government		5.6% higher than the state average

PORTRAIT OF A GRADUATE (POG)



Since 2019, we have said that West Clermont’s Portrait of a Graduate vision is our North Star, something that gives us direction and supports the aspirational vision for each of our students and the district as a whole. The POG is more than just a colorful poster to hang on school walls or a nifty graphic for our website. It categorizes and articulates the durable skills that must be baked into the curriculum at all levels. POG skills are the key ingredients of our kids’ future success. These are the skills that employers desire and will pay a premium to acquire and retain.

Through our Listening & Learning process, you agree. The tables below show “how important” parents and staff have rated the development of these durable skills. This feedback validates a growing sentiment among stakeholders that the development of these durable skills during the West Clermont school experience is critical to each child’s future.

Parent, Grandparent, Caregivers: N = 573

	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not At All Important	Not Sure / Don't Know
Resiliency & Adaptability	84%	16%	1%	0%	0%	0%
Character/Integrity	77%	21%	2%	0%	0%	0%
Communication & Collaboration skills	78%	19%	3%	0%	0%	0%
Academic and Life skills	64%	28%	8%	0%	0%	0%
Innovation & Creative Thinking	68%	27%	5%	0%	0%	0%

Faculty Members Certified: N = 222

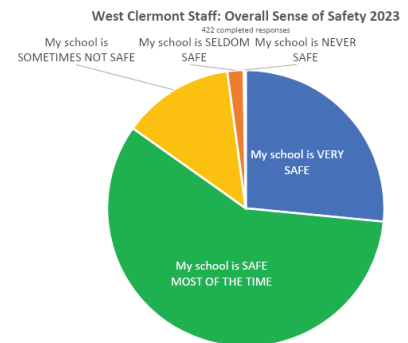
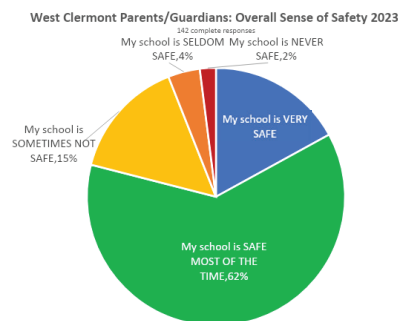
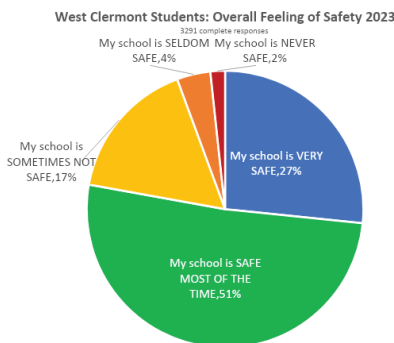
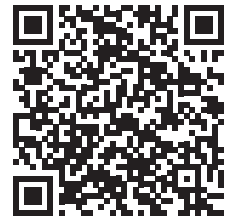
	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not At All Important	Not Sure / Don't Know
Resiliency & Adaptability	67%	29%	4%	0%	0%	0%
Innovation & Creative Thinking	84%	13%	3%	0%	0%	0%
Character/Integrity	86%	13%	0%	0%	0%	0%
Academic and Life skills	87%	13%	0%	0%	0%	0%
Communication & Collaboration skills	87%	13%	0%	0%	0%	0%

OUR TOP FIVE CHALLENGES

Early in our Listening & Learning Phase there was strong stakeholder agreement around our top five challenges. Together, we committed to explore, envision, plan for, and deliver solutions for each of these challenges. So where are we now?

1 SAFETY & WELLBEING

For the second year in a row, we have administered a School Safety & Wellbeing Survey to all 5th to 12th graders at WC. This year we also invited parents and staff to complete surveys so we could capture their perspectives. The results indicate that all three groups, overall, see West Clermont schools as being safe and secure. The 2023 results also show an increase in the percentage of students indicating they have at least one trusted, comfortable relationship with a teacher or staff member at their school, something national studies have shown to be a predictor of a child's success in school. Stakeholders involved in our Listening & Learning Phase strongly agreed that it was important for WC to create a safe, supportive, collaborative learning environment that attracts and retains students and staff. There are many factors that contribute to a safe and secure school environment. Our survey results are one way we are using stakeholder insights to make continuous improvements and take actions that create a learning environment where students and staff can thrive. You can see the results for yourself by using the QR Code.



2 EDUCATIONAL PROGRAMMING

Designing learning opportunities and educational programming that serve the needs of modern learners is a challenge facing every school district. The rapid pace of change in the workplace and the skills needed to be successful in the future are driving this. There is strong agreement among our stakeholders that one-size-fits-all education is not what we want for WC students. In our Spring 2023 Surveys and Focus Groups, parents validated the need for each student to have access to academic and career pathways that meet their unique needs. District Impact Teams have been working tirelessly to address this challenge with some innovative approaches.



3 SCHOOL PURPOSE & DESIGN

Throughout our engagement process, we have emphasized that student needs are changing, the workplace is changing, and our world is changing at a rapid rate. Schools no longer focus solely on reading, writing and arithmetic. There is a disconnect between school learning and real world learning. The Citizens Advisory Commission has been tasked with defining the purpose and design of a modern school system so we can create the right conditions for student learning, our environments, our workforce, and our partnerships. They will be reporting their recommendations to the Board of Education in Spring 2024.

4 FACILITIES

Those who have participated in our building tours have seen firsthand the range of facilities and amenities that constitute our nine schools. Our common goal is to address our capacity issues and provide equitable and adequate facilities for all WC students. Every home address in our district should be entitled to the same educational experience. This is not currently the case, and a number of inequities persist. While teachers and school staff at some of the “less than adequate” buildings have improvised and innovated, they will need help before we can truly proclaim that every student at every home address is getting the same educational experience. To support the work of the Facilities Impact Team, a Community Advisory Team (CAT) has been formed to collaborate with our architects to design a new Master Facility Plan. There will be opportunities throughout 2024 for stakeholders to share their thoughts.

To get involved, contact Chief Operating Officer, Randy Gebhart at gebhardt_r@my.westcler.org.

5 TRANSPORTATION

It is easy to say “it’s complicated.” The logistics of school transportation are impacted by school start times, enrollment growth, and even the plans we will be adopting in educational programming and school purpose and design. Each change we make in one area has a potential impact on our transportation strategy. We are continuing to consider the affordability and feasibility of a WCMS start time change. This has been studied by our Citizen Advisory Commission and is declared as the right decision for students, but there are many district-wide impacts that weigh into the decision process. We will know more as our strategic planning process continues and will keep you informed along the way.

COMMUNITY ENGAGEMENT

One of our most important goals has been to unify our community. Stakeholders in this district have done a good job of collaborating around the challenges of the here and now. We have also made good progress envisioning the future and considering (or brainstorming about) the measuring sticks the future will be using to assess our kids. By listening, learning, and problem-solving together, we are affirming that this school district belongs to you. The actions we are able to take must always reflect the needs and desires of our community.

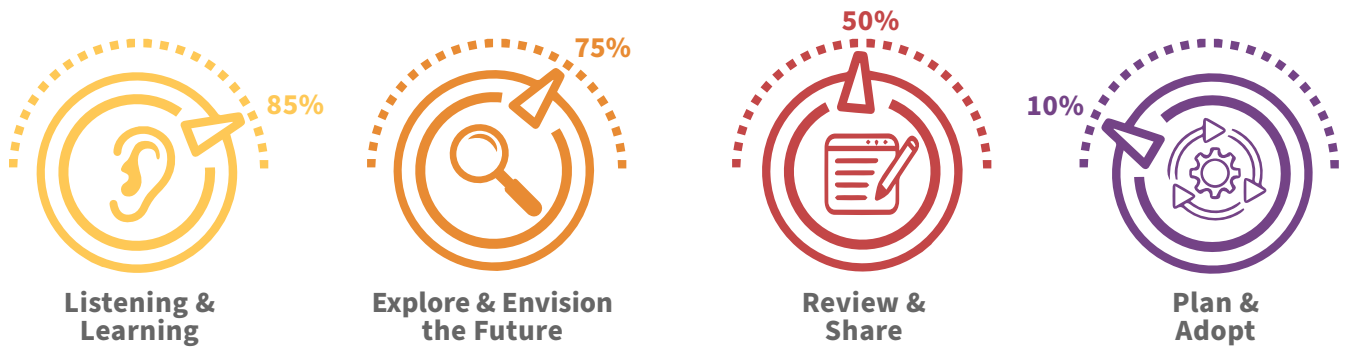
Through surveys, focus groups, town hall meetings, on-site Board of Education meetings, organized school tours, and special stakeholder groups like the Citizen Advisory Commission (CAC), community engagement and collaboration is becoming a part of our culture. We cannot be successful without listening to and learning from each other.

Community Engagement by the Numbers

FOCUS GROUPS	TOWN HALLS	SURVEYS	SUPER INTENDENT	STUDENT VOICE	COMMUNITY PARTNERS	EXTERNAL STAKEHOLDER TEAMS
						
Number of Focus Groups 56 Staff Parents Business leaders Social Service Agencies Clergy	Town Hall Meetings 12 One meeting completed at each school, except Clough (scheduled for Sept. 2023)	Thought Exchange Survey Participants 421 WC on the RISE Values Reflection State of the Schools Follow up 2 years in a row Q12 Gallup Engagement Survey for Staff 796 React Review Survey Responses 1,810 React Review 1, 2, & 3 (3 is divided into 3 parts)	Superintendent Staff Articulation Meetings 101 All buildings and district office 3 times per year Bus drivers	Student Voice at BOE Meetings 9 All schools presented once Student Experience '21 Student Survey 2,400 Student Safety Survey Grades 5-12 2,431	Partners In Education Event Participants 135 February 2022 February 2023 Alumni Events 4 Fall & Winter: Bring-Back-the-Bell Community Partner Events 9 6 Police-Nights-Out 2 Fun Runs/Health Fairs 1 Districtwide Safety Drill	External Stakeholder Teams 16 Business Advisory Council 9 PTOs/PTAs 2 Booster Clubs: Athletics and Band Whole Child Network Citizens Advisory Commission District Safety Team Community Advisory Team
Number of Focus Group Participants 316 Virtual In-person	Town Hall Participants 720 Focused on the following: 5 Challenges Journey of a Student					

AS OF FEBRUARY 2024

THE BIG PICTURE



No matter where we are today, the future will always be ahead of us. It is a constantly moving target. It is fair to ask how we intend to move toward a future that can never be known completely. The graphics above highlight the four-phases of our journey forward. It culminates with a strategic plan for the future. Each dial on the dashboard represents one of those phases. The numbers on each dial approximate the percentage of time and effort we have put into that phase at this point in our journey.

It would be easier if this were a strictly linear process where we could max out one phase before moving to the next. Instead, it is a process that starts with Listening & Learning, moves to Explore & Envision the Future, moves back to Listening & Learning, and then moves ahead again. Some people might consider this an inefficient process, something akin to “Two steps forward, one step back.”

This process is actually quite agile and iterative, allowing us the flexibility to move among phases as we progress forward. The end result will be an educational ecosystem at West Clermont that prepares students for the future, and it can be adaptable to whatever curves and turns the future may take. This agile, iterative process may seem like a waste of time for people who prefer a “traditional” school environment. Consider for a moment that most of the innovations and new products coming into our homes, cars, and workplaces are being developed by companies that use agile and iterative processes. Our students will one day be working in, running, or creating companies like these. The least we can do is give them a learning environment that was designed using an agile and iterative methodology.

The common denominator in all of these phases is you. We have made every effort to make the stakeholder engagement process transparent, democratic, and inclusive. Every address in the district (including businesses, houses of worship, and non-profit service organizations) can have a seat at the table, if they choose to participate. This will continue through all four phases and beyond. It is never too late to get involved. This is your school district, and your voice matters.

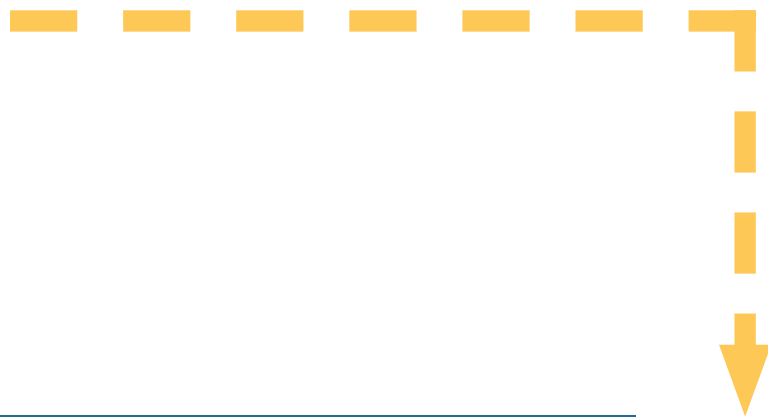
THE WORK OF OUR IMPACT TEAMS

Later in this report, we will go into more detail about the work of our District Impact Teams. They have gone through a process of assessing our overall Strengths, Challenges, Aspirations, and Results. Much of the work they do is influenced by the feedback, insights, and data points you have provided to this point, the Listening & Learning and Explore & Envision the Future dials on the dashboard. With much of the Listening and Learning Phase complete for now, these impact teams are tasked with focusing on the future, exploring options and envisioning the world where our students will live and work. They are doing this from a perspective of both where we are now and where we think we need to be.

While contributing to our strategic plan is the primary goal of each impact team, they are always considering where we can take action now, using the resources and infrastructure we already have in place. You will see that in their individual team reports.



03



HOW DID WE GET HERE?

Facing Our Current Realities



We have no control over the rapid changes in technology, the workplace, and society. These are realities we cannot ignore. In our first few interactive Town Hall meetings, we engaged participants in a collaborative tabletop exercise where we discussed current realities facing our district and the world. These were presented as small cards that highlighted the facts and conditions West Clermont leaders must deal with in charting a direction forward.

After discussing the data on the cards, each table of participants were asked to ideate possible solutions for moving forward into the future. They categorized their solutions as Traditional, Enhanced/Improved, and Innovative/Futuristic. These exercises and the insights they produced have been valuable to our impact teams and an important part of our Big Picture process, discussed earlier in this report. One notable outcome of these interactive town hall meetings is that we know West Clermont stakeholders are able and willing to face our current realities and take an active role in creating a future that is most beneficial to West Clermont kids.



Revisiting Our Guideposts

Early on, we established eight guideposts that help us look toward tomorrow from where we are today. Each guidepost is related to one or more of the five challenges highlighted on pages 5-6 of this report. Let's revisit each guidepost in the context of actions, conclusions, and next steps.

PORTRAIT OF A GRADUATE

- **ACTION:** In 2022, we updated our Portrait of a Graduate model to include definitions for each term and two belief statements to clarify our focus.
 - **PATHWAYS:** We believe in tailoring the focus of learning as well as resources and support provided to each student's strengths, skills, needs, and interests to enable all students to reach high expectations.
 - **PERFORMANCE:** We believe in experiences that prioritize deep learning and help students make connections and apply knowledge across contexts. We also developed definitions for each learner attribute.

In the spring of 2023, we surveyed our stakeholders to understand their beliefs about the Portrait of a Graduate vision.

- **CONCLUSION:** We learned our families/community are not that familiar with Portrait of a Graduate learner attributes, but once the words and definitions are shared, there is strong support for ensuring that all students learn and apply these durable skills in engaging learning experiences.
- **NEXT STEPS:** Survey data and outcomes affirm we need to continue the path that we are on, with an increased emphasis on partnering with families and community to work on this learning together. Schools cannot achieve this alone. Professional learning for staff, and elevated efforts of communication and storytelling with stakeholders is how this type of learning is happening in our schools. The quarterly Roadmap Report is just one example of how this happens.

TRENDS IN EDUCATION

Some people use the words trends and fads interchangeably. At West Clermont, district and building leaders, and many staff spend considerable time exploring technologies, innovations, and new practices that can improve educational outcomes in the midst of a changing world. They look for trends, things that on the surface might seem compelling, counterintuitive or even disruptive, that have some evidence of success. They then evaluate these trends against the current realities of our district and our vision for the future. It is an ongoing process that has become part of our culture.

- **ACTION:** Impact Teams continue to research effective practices, read books and journal articles, complete site visits, and learn from national experts such as:
 - Dr. Bill Daggett - <https://spnetwork.org/>
 - Dr. Jim Mahoney - <https://www.jimwmahoney.com/>
 - Jamie Meade - <https://www.battelleforkids.org/Insights/learning-hub-item/science-of-hope-impact-on-education>
 - AJ Juliani: <https://www.ajjuliani.com/>
 - George Couros - <https://georgecouros.ca/blog/>
 - Mark Perna - <https://markcperna.com/>
 - Steven M.R. Covey - https://www.amazon.com/Books-Stephen-M-R-Covey/s?rh=n%3A283155%2Cp_27%3AStephen+M.R.+Covey
 - Todd Whitaker - <http://toddwhitaker.com/>
 - Dr. Michael Fullan - <https://michaelfullan.ca/>





TRENDS IN EDUCATION (cont.)

Additionally, West Clermont is part of several networks to increase our learning and understanding of best practices to modernize learning, including:

- Battelle for Kids - <https://www.battelleforkids.org/>
 - AASA Learn 2025 - <https://www.aasa.org/professional-learning/learning-2025>
 - EdLeader21 - <https://www.battelleforkids.org/networks/edleader21-network/annual-event>
 - High Reliability Schools - <https://www.marzanoresources.com/hrs/high-reliability-schools/#conlframewrapp>
 - Clermont County ESC: <https://www.ccesc.org/>
 - Hamilton and Clermont County ESCs - <https://www.hcesc.org/>
 - High Aims - <https://www.highaims.org/home/>
 - INTERAlliance of Greater Cincinnati. - <https://www.interalliance.org/>
- **CONCLUSION:** We are facing unprecedented challenges in our world, the pace of change will never be slower than it is today; our students will likely have 15 jobs in their career. Going forward, the old factory model of education, with just tweaks around the edges, will not serve our students well. Staying where we are—the status quo—will keep our students from developing skills like self-regulation, emotional intelligence, curiosity, imagination, resilience, critical thinking, problem-solving, learning from failure, taking care of their wellbeing, and becoming life-long learners. We can make ourselves feel better by enacting incremental changes to this factory model, but modern education requires transformational change. We need to continue to work closely with all of our stakeholders, making them part of this transformational change. In the process, we need to be clear about what must change and what is already working well and should remain the same. Transformational change does not mean that we throw away everything we are currently doing. Instead, we build our future with some of the things we are doing now, things that fit well into a new model.
 - **NEXT STEPS:** The data, information, and insights we have gathered to this point indicate we are on the right track with our learning, exploring, and key decisions. We will incorporate what we have learned into our future strategic plan to be presented to the Board of Education by the end of this school year.

ENROLLMENT PROJECTIONS

- **ACTION:** Updated enrollment projections were presented to the Board of Education on November 16, 2023. Our enrollment projections are closely monitored, as they have a direct impact on staffing levels and physical space specifically related to our instructional programs and diverse learner needs.
- **CONCLUSION:** Our enrollment projections show steady growth but a disproportionate distribution throughout the district. The latest numbers show a slower pace of enrollment increases across our district due to the Covid-related population dip and a change in open-enrollment policies, voucher expansion, and home education. Fortunately, the only modular classrooms needed for the 2023-24 school year are the ones we purchased for Merwin Elementary School. We will mitigate other space issues by sharing rooms, making use of the stage areas, and having traveling teachers.
- **NEXT STEPS:** We will continue to monitor our enrollment numbers closely. The enrollment team, facilities team, and principals will continue to work closely together to prepare for next school year.

BUILDING UTILIZATION AND CONDITION

- **ACTION:** Early in 2022, we surveyed district stakeholders to gather their perspectives and perceptions around district facilities. In May 2023, the latest Building Utilization and Condition Report was presented to the Board of Education. Summer 2023 upgrades to our facilities included:
 - Asphalt at WCHS
 - Replacing a large section of the roof and making plumbing repairs at the middle school
 - Fixing the retention pond at WV
 - Safety upgrades at several WC schools

We completed our application with the Ohio Facilities Construction Commission to allow us to update our current master facility plan. This fall, we began monthly facility tours, open to the public.

- **CONCLUSION:** We have state-of-the-art facilities in some of our buildings and aging buildings with significant needs in others. With a growing and changing student population, the inequities and inadequacies in our facilities will become more pronounced. Buildings are literally the foundation of a modern school system, and we are committed to giving every student at every West Clermont address a similar school experience. This is challenged somewhat by a community at large not being too familiar with the state of our facilities.
- **NEXT STEPS:** We will continue building awareness and sharing facts and information about our learning environments and our facilities needs. Our stakeholder engagement process will include more Town Halls, school building tours, and the Community Advisory Team (CAT) with a focus on facilities. An updated *Building Utilization and Condition Report* will be presented to the Board of Education by the end of the school year, and the OFCC will update a master facilities plan.

FIVE-YEAR FINANCIAL FORECAST

- **ACTION:** An updated 5-year forecast was presented to the Board of Education on November 16, 2023. It continues to show that we are able to extend the levy for learning dollars beyond 2024.
- **CONCLUSION:** West Clermont's state funding levels remain relatively flat for our current fiscal year (FY24). West Clermont will receive additional funding through the triennial property tax update. This additional funding and sound financial planning allow us to protect the onward & upward investments and extend the levy until 2026, unless there are legislative changes to the funding model.
- **NEXT STEPS:** We will focus on prioritizing the following:
 - Staff retention, including salary and benefits
 - Protecting Onward and Upward investments
 - District needs, such as supporting enrollment growth

ACADEMIC PERFORMANCE

- **ACTION:** Our district and building leadership teams work together to create a theory of action and continuous improvement plans to increase academic performance. Our theory is that if we have a district-wide instructional model, collaboration and *WC Ways of Working* expectations combined with effective stakeholder engagement, professional learning, coaching and feedback loops, we will see increased levels of student performance.
- **CONCLUSION:** The Ohio Department of Education Report Card Results 2023 is evidence of higher performance. Moving to four stars is one significant data point that validates our actions and the collaboration behind them.
- **NEXT STEPS:** The data and information show we are on the right pathway. In the district, we will focus on a guaranteed and viable curriculum for all students, high levels of student attendance and engagement, improved student behavior, and helping each learner develop hope for the future. Additionally, we will focus our efforts on implementing our instructional model, called our Portrait into Practice, which serves as a lesson design tool for all teachers.

STAFF RETENTION & ENGAGEMENT

- **ACTION:** Last school year, we collected staff engagement data, conducted focus groups, created a retention team, and conducted a comprehensive staff survey that captured insights, experiences, and sentiments of our staff. Principals and department leaders worked with their staff reviewing survey results, extending the conversation at a building level, and collaboratively building action plans for the future. It was clear from our focus groups and survey that providing additional resources, facilitating professional learning, and recognizing and celebrating staff accomplishments are important factors that can impact staff retention and engagement. One of those accomplishments we proudly recognize is the work of the West Clermont Wellness Champions. They continue to benefit our staff and add real value to the West Clermont work experience by providing strategies, support, and resources for physical fitness and overall well-being.
- **CONCLUSION:** West Clermont successfully completed negotiations with our bargaining units. We are focused on protecting our Onward and Upward Investments to continue the great work. Staff engagement and empowerment is a top priority of the district as we look at improving the conditions needed to meet the needs of our modern workforce. Feedback shows us we need different and additional ways to support our staff in areas such as work-life balance, mental wellness, workplace stress, fatigue, and burnout. Additionally, we need to keep providing opportunities for staff to engage and participate in decision-making.
- **NEXT STEPS:** Using data from Gallup Q12 survey, our leaders are reconvening with their teams to evaluate results and plan next steps. The West Clermont Wellness Program is expanding in 2024 with a new employee assistance program provided from Modern Health to focus on staff wellbeing. We will continue leadership development to support collaboration between our teams.

COMMUNITY ENGAGEMENT

- **ACTION:** With each passing month, the number of stakeholders engaging with us has increased. In the fall, we focused on our engagement with West Clermont students through student Town Halls, focus groups, surveys, and Shadow-a-student days. We wrapped up our Journey of a Student Town Hall series with a Staff Town Hall and a Community Town Hall at Clough Pike Elementary. Additionally, based on the CAC recommendations around safety and security, we added a staff and parent component to our annual October Safety & Wellness survey. We felt it was important to capture the experiences of staff and parents around the same issues students were surveyed. At the December Board Meeting, we shared our safety report and plans for continued engagement around facilities. We also held our 2024 State of the Schools Showcase community event in February.
- **CONCLUSION:** You can see the complete results from these surveys using the QR code. Overall, it is clear that students, staff, and parents see West Clermont schools as being safe places for learning. This supports the conclusions of the CAC in their report to the Board of Education last Spring. However, school safety and wellness is not a “check the box” endeavor. The survey results also show a few areas of concern among some of those surveyed, and we continue to monitor and address these things. Two of the more interesting takeaways from these surveys:
 - There are disparities in some of the observations among students, staff, and parents. This is one of the advantages of asking all three groups to share their experiences and observations, to see where concerns are aligned or some distance apart.
 - Too many of the safety and wellness concerns reported by students in the survey are not being shared with a staff member or parent.

When kids do not feel safe and secure at school, academic performance can decrease, incidents of depression and anxiety can increase, and the overall learning environment is impacted. While improving the physical security of our buildings will always be important, talking with our kids about what they see and do at school, and how they feel about their learning environment is sometimes overlooked. It is a relatively simple practice that can be incorporated into conversations between teachers, parents, and the kids we care about.

- **NEXT STEPS:** We will continue to engage our stakeholders in various community events through 2024.

A SUMMARY OF HOW FAR WE HAVE COME

INVESTING IN OUR LEARNERS



Operational dollars, federal/state covid relief dollars, and grant money invested to enhance the student experience!

Academics	Well-being	Opportunities	Classroom Supports
<ul style="list-style-type: none"> • Early literacy focus • New curriculum (math, science, English '24-'25)) • 4 day week specials • 1:1 technology • Broadband access • Expanded diverse learner services (gifted, special education, english language learners) • New courses at all levels 	<ul style="list-style-type: none"> • Safety Upgrades • Elementary SRO + • MS/HS counselors • Resource Coordinators • School based health expansion • School Psychologists 	<ul style="list-style-type: none"> • WCYourFuture expansion (career ed) • Teacher Academy • UC Early IT • Internships • Career-Based Learning • Career Connect • Lunch and Learns + Speed Mentoring • Career and job fairs • Student Voice Elevated 	<ul style="list-style-type: none"> • Professional Learning • Instructional Coaches • Behavior Support Specialists • Additional Paraprofessionals • Therapists • Wellness Program • Data infrastructure • Reading Specialists • Special Education Case Managers

Using Data and Insights



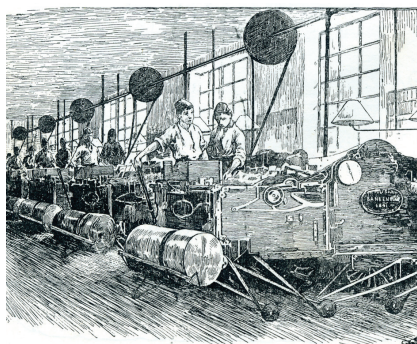
If you are curious about the data points and insights we have gathered, use the QR Code above to peruse this information.

This is your school district. The administration and staff have an awesome responsibility to ensure that our kids are prepared for a future with a number of unknowns. None of us have a crystal ball that will show us the future. So, we have to rely on ourselves to collectively consider that future. As a rule of thumb, we are smarter as a group than we are individually.

As we have aggregated literally thousands of data points and qualitative insights, we have sought to have evidence to support the decisions we make about the future of West Clermont Schools, including support and buy-in from parents and staff. We pride ourselves in having a stakeholder engagement process that is transparent, democratic, and inclusive ... but that is not enough. We must strive to show every stakeholder that our strategic plans and decisions about the future have roots that are nourished by the insights and sentiments of our stakeholders.

Thinking Transformationally

One thing that has been evident in our town halls, focus groups, and survey results is that engaged stakeholders generally agree we cannot be satisfied with incremental improvements. They may not say it exactly that way. However, they have made it clear that they see that our world is changing rapidly. They feel it in their homes, at work, and in society at large. Our stakeholders have an innate sense that advances in technology and our relationship with technology demand that our schools take action to adequately prepare our kids for the future.



Throughout history, major technological innovations have transformed societies. Around 1760, when the industrial revolution was in its infancy, mechanized devices such as the spinning jenny and cotton gin changed the textile industry and transformed society. By the late 1800s, society was being further transformed by a factory model. People that had lived primarily agrarian lifestyles were transitioning to factory work and assembly lines. Workers with a basic education, the ability to read, write, and work with others were highly valued. There was also a growing demand for people with specialized knowledge and expertise such as accountants, engineers, and technicians.

It was the factory model that gave rise to an education system that we still recognize today. Rows of students at desks, dutifully listening and engaging with a teacher at the front of the class.



As we moved into the computer age and then the Internet age, we saw mainframe computers, larger than many kitchens, quickly become smaller, faster, and more versatile. Today, your smartphone can do more things, and much faster, than those people running kitchen-sized mainframes in the 1960s could ever have imagined.

Roll forward to today, and we are witnessing a technological revolution that may be unprecedented in scope and scale. The great Stephen Hawking speculated that “AI would be the greatest event in human history.” Andrew Ng, a recognized expert in machine learning and online education, said this:

“It is difficult to think of a major industry that AI will not transform. This includes healthcare, education, transportation, retail, communications, and agriculture. There are surprisingly clear paths for AI to make a big difference in all of these industries.”

— Andrew Ng

It is not a goal of this Roadmap Report to give disproportionate attention to AI, but it is a key focal point. AI is a harbinger of the future for every student, staff member, and parent at West Clermont. It is a call to action. We need to think transformationally, and in thinking transformationally, we need to carefully consider the educational programming, modern student-centered learning environments, academic and career pathways, and durable skill development that every West Clermont student at every address will need to live, work, and get ahead in life.



04



WHERE ARE WE GOING ... AND HOW ARE WE MAKING DECISIONS?



The District SOAR Analysis

A SOAR analysis is a collaborative technique for strategic planning. It combines data about an organization's current state with stakeholders' ideas and aspirations about its future. It is a particularly powerful tool if an organization has engaged their stakeholders in events and activities where numerous data points, insights, and perspectives have been gathered.

Using the stakeholder feedback and data we have gathered through our community engagement process, district impact teams have been meeting and completing SOAR analyses for their areas of responsibility. The figure to the right shows you the four-quadrant SOAR model they have used in these meetings. Using the completed SOAR charts from the impact teams, we have created a district-level SOAR analysis, a "big picture" SOAR that incorporates key elements from the work of each impact team, supported where possible by feedback and insights from our stakeholders.

<h2 style="text-align: center;">S – Strengths</h2> <p>Things our school district does well, along with its key assets, resources, capabilities, and accomplishments.</p>	<h2 style="text-align: center;">O – Opportunities</h2> <p>Circumstances we could leverage to improve efficiency, increase our graduates academic and durable skills, and create a best-in-class learning and working environment.</p>
<p>EXAMPLE QUESTIONS:</p> <ul style="list-style-type: none"> • Where do we excel? • What are our greatest accomplishments? • What are we most proud of? • What makes us unique? 	<p>EXAMPLE QUESTIONS:</p> <ul style="list-style-type: none"> • What needs and wants are we currently not fulfilling for our internal and external stakeholders? • What current programs or resources could be expanded or reconfigured? • What community partnerships would lead to greater success? • What changes and trends in education align with our strengths? • What threats do we see that we could reframe as opportunities?
<h2 style="text-align: center;">A – Aspirations</h2> <p>An expression of what you want to be and achieve in the future. A vision to build on current strengths, provide inspiration, and challenge the current situation.</p>	<h2 style="text-align: center;">R – Results</h2> <p>Circumstances we could leverage to improve efficiency, increase our graduates’ academic and durable skills, and create a best-in-class learning and working environment.</p>
<p>EXAMPLE QUESTIONS:</p> <ul style="list-style-type: none"> • What do we want to achieve in the future? • What should our future look like? • How can we make a difference? • What are we passionate about? • What strategies and actions support our ideal future state? 	<p>EXAMPLE QUESTIONS:</p> <ul style="list-style-type: none"> • What measures will tell us we are on track to achieve success? • How do we translate our vision of success into tangible outcomes? • How do we know when we’ve achieved our goals?

Adapted from the SOAR analysis quadrant, invented by Jacqueline Stavros, David Cooperrider & D. Lynn Kelley.



STRENGTHS



A GROWING CULTURE OF ENGAGEMENT: West Clermont stakeholders have demonstrated a willingness to engage with the district, providing feedback and insights, and participating in solutioning and envisioning exercises that address challenges we collectively face. This is becoming part of our culture.



STRONG STAKEHOLDER SUPPORT FOR POG SKILL DEVELOPMENT: Among parents indicating they are VERY or FAIRLY FAMILIAR with the general POG vision, a significant majority (81% on average) indicated that the development of these skills was EXTREMELY or VERY IMPORTANT. Even among parents who were less familiar with the POG vision, a significant majority, when presented with a description of these skills, indicated these were EXTREMELY or VERY IMPORTANT.



THE FORTITUDE AND DIVERSITY OF OUR STAKEHOLDERS: West Clermont has characteristics of urban, suburban, and rural school districts. This makes us somewhat unique among school districts in the nation; only a small percentage of school districts are similarly constituted. While some people choose to see this as a problem or weakness, this is actually one of our greatest strengths, if we choose to see it as such. Many of the durable skills we aim to foster within the district are already demonstrated daily by the parents, families, and community partners residing or working here. Among the vast array of career options and paths students may explore, a large percentage of these careers are well represented within our district, including some of the newer areas being impacted by AI. As a group, we have a competitive nature that can sometimes manifest itself as disagreement among our stakeholders, but this competitive nature makes us stronger as a group. At the end of the day, the stakeholders in our district want to win, to be the best that we can be. Most importantly, we all want our children to be the best that they can be.



POCKETS OF INNOVATORS AND DISRUPTORS: In order to achieve our vision of a modern student-centered school system, we need people that know how to innovate and are not afraid to disrupt the status quo. We have growing segments of staff and building leaders that embody this, and others who want to follow their examples. We have parents and community partners that are innovators and disruptors. These are essential traits that will help us build a better future for our kids.



RISING MOMENTUM: We can celebrate being a district on the rise, but we also need to recognize the value of momentum. Like a rocket leaving the launchpad, this momentum accelerates and increases in magnitude, overcoming the forces of gravity. Our momentum can propel us through and past some of the real-world challenges that conspire to slow us down. Like astronauts within the rocket's command module, the ride can rattle your bones and shake your eyeballs. There has never been a single human that ventured into space who concluded the rough moments during the ride were not worth it. The view from above, and the achievement of reaching a destination more than compensated for any side effects of the momentum.



OPPORTUNITIES



NET PROMOTER SCORE (NPS): Overall, WC NPS scores range from -5 to -25, depending on the stakeholder group providing the score and the time of year people are surveyed. (Note: The NPS methodology asks people how likely they would be to recommend something; in this case, it would be the WC School District. NPS is based on a 0-to-10 scale that produces scores that can range from -100 to 100. “0” is considered a good score on this scale. For comparison, Walmart, a respected retail brand, typically scores 8 on the NPS.) When it comes to a school district, a lot of things go into an NPS recommendation score. ***Our research shows that a high percentage of parents are not as familiar as we would like them to be with some of the existing services, resources, and programs at WC. The same is true for stakeholders in the community that do not come inside our schools on a regular basis. This suggests that WC needs to continue, if not extend, our efforts, to communicate and educate our stakeholders about the good things that are happening in our schools. A culture of purposeful communication will also benefit all stakeholders as we develop and implement our strategic plan for the district.***



IMPACT OF TECHNOLOGY: Looking at the future, 77% of parents responded DEFINITELY OR PROBABLY when asked if technological advancements will impact our workplaces, homes, and society and influence what and how we teach students. Similarly, 80% of faculty responded DEFINITELY or PROBABLY. ***WC has an opportunity to be part of the first wave of school districts that understand and communicate the societal and educational impacts of technology. More importantly, there is a tremendous opportunity for WC to be a “best in class” district when it comes to preparing students for a future that will be driven by advances in technology.***



POG FAMILIARITY: 50% of WC parents are NOT VERY, or NOT AT ALL FAMILIAR with the goals of WC’s Portrait of a Graduate Vision, and 23% report they are only SOMEWHAT FAMILIAR. Not surprisingly, faculty have a higher level of familiarity, with 62% indicating VERY FAMILIAR and 25% FAIRLY FAMILIAR. However, as is evident from focus group feedback, both groups tend to see POG as more of a “high school thing” rather than something that can be integrated throughout the PK12 curriculum. ***POG can be integrated throughout the curriculum with a grade-appropriate emphasis on these skills. WC graduates can graduate to college, careers, the military, or entrepreneurial ventures with the durable skills that will be rewarded in these arenas.***



POG SKILLS CURRENT STATE: Among those parents indicating they were VERY or FAIRLY FAMILIAR with the POG vision, averages ranged from 2.3 to 2.6 (on a 4-point scale) when asked to “grade” West Clermont on how well the district is currently doing integrating the combined durable skills and abilities into the educational experience. Among ALL parents surveyed, grade averages were lower across all categories. In particular, note Academic and Life Skills (2.6 vs. 2.0) and Communication and Collaboration Skills (2.5 vs. 2.0). By contrast, faculty grade were higher, ranging from 2.8 to 3.4 GPA. ***Clearly, there is an opportunity to raise these scores in the eyes of parents and our community.***



PROGRAMS/CURRICULUM: Only 61% of parents are VERY or MOSTLY SATISFIED with West Clermont’s (WC) current programs/curriculum. Only 47% of faculty are VERY or MOSTLY SATISFIED. Clearly, a greater percentage of staff indicated lower levels of satisfaction than parents, while a significant percentage of parents responded DON’T KNOW / NOT SURE. ***There is an opportunity to educate parents more about modern student-centered learning, the role of facilities in this ecosystem, and to hear their insights and perspectives on educational programming. There is an opportunity to give WC staff more flexibility and professional development time to consider and implement new programs.***

OPPORTUNITIES



ELEMENTARY SCHOOL SPECIALS: 83% of parents responded VERY IMPORTANT or FAIRLY IMPORTANT to fully restore elementary specials (Art, Music, Physical Education, Career Awareness). Similarly, 91% of faculty responded VERY IMPORTANT or FAIRLY IMPORTANT. ***A clear opportunity with substantial stakeholder support.***



TRANSITION TO A MORE MODERN EDUCATION SYSTEM: While 42% of parents surveyed said WE HAVE MADE SOME GOOD INCREMENTAL PROGRESS BUT NOT A COMPLETE TRANSITION, 34% said IT'S BEEN SPORADIC, 11% said WE'VE SLIPPED BEHIND, and 6% said WE STILL LOOK MORE LIKE THE FACTORY MODEL. As for WC Certified Staff, 45% of faculty responded WE HAVE MADE SOME GOOD INCREMENTAL PROGRESS BUT NOT A COMPLETE TRANSITION, 41% said IT'S BEEN SPORADIC. ***We have a ways to go in a transition away from the factory model and many of its vestiges. A clear opportunity.***



ACADEMIC PROGRESS: 69% of parents felt VERY INFORMED or FAIRLY INFORMED about a student's academic progress and their path to graduation. 69% of parents said that current report cards were VERY EFFECTIVE or FAIRLY EFFECTIVE in providing timely and important information regarding a student's academic progress. ***As POG skills, student-centered learning pathways, and other innovations are introduced at WC, there is an opportunity to rethink and reengineer the report card as we presently know it.***



HOMEWORK: 47% of parents responded SOMEWHAT EQUIPPED to NOT AT ALL EQUIPPED to help a student with homework. ***An opportunity here to provide parents with resources and support to help their kids with homework. There may be innovative, out-of-the-box ways to approach this.***



FAMILIARITY WITH WHOLE CHILD / STUDENT-CENTERED APPROACH TO EDUCATION: Only 34% of parents were VERY or FAIRLY FAMILIAR with this.. In contrast, 91% of faculty responded VERY or FAIRLY FAMILIAR. ***A clear and present opportunity to bring parents up to speed in this area and to continue to discuss and provide programming for the purpose and design of schools today.***



STUDENT CONNECTIONS AT SCHOOL: 89% of parents STRONGLY or MOSTLY AGREE with the premise that students who feel more connected and comfortable with an adult in their school environment experience a greater sense of safety, security, and well-being at school. 98% of faculty STRONGLY or MOSTLY AGREE. In the student School Safety & Wellness survey conducted in October, 2022, 80% indicated they had had a comfortable, trusted relationship with an adult at school. That number increased to 83% in the 2023 survey. ***While we can celebrate the small increase here, we still have 17% of students that do not report having these relationships operating in their lives. It is also a fluid environment requiring us to make this an ongoing part of our culture within our schools.***



SCHOOL RESOURCE OFFICERS: 89% of parents and 88% of faculty feel it is EXTREMELY or VERY IMPORTANT for every West Clermont (WC) school to have at least one School Resource Officer (SRO) at their school. Moreover, 77% of parents and 84% of faculty STRONGLY or MOSTLY AGREE that WC's SROs could play a more active role in a student's overall sense of well-being and in their social and emotional support. ***A clear opportunity with substantial stakeholder support.***



CHRONIC ABSENCE: 77% of parents and 96% of faculty STRONGLY or MOSTLY AGREE that chronic absences place an additional burden on teachers, as they strive to provide high-quality learning experiences for all students. However, only 34% of parents perceived that WC has an unacceptable level of student absences at school. 49% of parents indicate they are NOT SURE / DON'T KNOW. ***This is a hurdle we must be prepared to jump over every day of the school year. There is an opportunity for programs and resources to help clear this hurdle, as well as an opportunity to help all parents better understand that even if their student has a good attendance record, overall student absences have an adverse impact on the learning environment for all students and staff.***



SCHOOL COUNSELORS: 73% of parents and 89% of faculty STRONGLY or MOSTLY AGREE that the challenges of this generation of students require more time and attention, from school counselors, to properly assess and address than previous generations of students. 76% of parents and 89% of faculty indicated that school counselors for the elementary schools would have a clear benefit to students. 71% of parents and 78% of faculty STRONGLY or MOSTLY AGREE that more school counselors, at all levels (elementary, middle school, high school), would lessen a teacher's burden and therefore have a positive impact on classroom learning. 77% of parents and 77% of faculty indicated that district leaders MUST MAKE ADDING COUNSELORS OR RECONFIGURING CURRENT PROGRAMS A PRIORITY or SHOULD FOCUS SOME ATTENTION ON THIS. ***A clear opportunity with substantial stakeholder support.***



MENTAL HEALTH: 84% of parents and 89% of faculty STRONGLY or MOSTLY AGREE that the behavioral and mental health challenges, among this generation of students, require more time and attention to properly assess and address than previous generations of students. 78% of parents and 78% of faculty STRONGLY or MOSTLY AGREE that more behavioral and mental health specialists in the district would lessen a teacher's burden and therefore have a positive impact on classroom learning. 82% of parents and 84% of faculty said it was EXTREMELY or VERY IMPORTANT for West Clermont (WC) to plan and provide for the mental health needs of its students. Only 40% of parents and 24% of faculty are VERY or MOSTLY SATISFIED with the current level of mental health services and support that WC provides to students. 91% of parents and 90% of faculty indicated DISTRICT LEADERS MUST MAKE ADDING MENTAL HEALTH SPECIALISTS A PRIORITY OR FOCUS SOME ATTENTION ON THIS. ***A clear opportunity with substantial stakeholder support.***



FAMILIARITY WITH WC RESOURCE COORDINATORS: 70% of parents and 52% of faculty were only SOMEWHAT or NOT AT ALL FAMILIAR with the assistance provided by West Clermont's (WC) Resource Coordinators. However, 50% of parents and 54% of faculty indicated that RESOURCE COORDINATORS SHOULD BE EXPANDED. ***A clear and present opportunity to bring parents up to speed in this area and continue to increase connections to resources as we are able.***



WOLVES WELLNESS CENTER: 52% of parents and 54% of faculty were VERY or FAIRLY FAMILIAR with the location of the Wolves Wellness Center West Clermont (WC) Middle School. 48% of parents and 55% of faculty were aware that the Wolves Wellness Center offers 24/7 on-call coverage, transportation for students, and mobile dentistry services at WC schools. ***This may be an underutilized resource that could be having a positive impact on the health and wellness of more students. Improved health of students will likely have a positive impact on the learning environment as well. A clear opportunity to foster greater engagement with an existing resource.***

ASPIRATIONS



NET PROMOTER SCORE (NPS): Increase our percentage of district PROMOTERS (those giving recommendation scores of 9 or 10) and decrease our percentage of DETRACTORS (recommendation scores of 0-6). More importantly, we would like to focus on the reasons and sentiments behind each recommendation. We aspire to have a majority of students, parents, and staff endorse and recommend West Clermont, citing its academics and career pathways, educational programming, student-centered learning, and durable skill development across all grades. We realize it is difficult to “please all of the people all of the time,” but we aspire to have more vocal advocates and champions promote a message that our district is a great place to live, learn, and work.



POG SKILLS: We envision a time in the future when colleges, employers, and the military recognize more WC graduates as having the durable skills that make them:

- Valued leaders and team members
- Resilient and adaptable
- More promotable
- Willing and able to attain additional levels of professional training and education
- The kind of employees that organizations recruit and retain

We aspire to give every student diverse opportunities to develop critical skills, habits, and mindsets, such as self-regulation, executive functioning, social skills, growth mindset, resilience, perseverance, and self-direction. Through community-connected learning, students will develop and practice skills in a real-world environment where they encounter worthy challenges and complex problems that yield relevant and meaningful learning experiences. Students will also see the walls of the classroom extend into their communities and career areas they may be exploring.



CAREER EXPLORATION AND PATHWAYS: 81% of parents indicated it is EXTREMELY or VERY IMPORTANT to provide elementary and middle school students with basic age-appropriate exposure to different career options and information about the paths of study or skill development that lead to those careers. 97% of parents told us it is EXTREMELY or VERY IMPORTANT for career options, information, and pathways to be emphasized in high school. Faculty were universally in favor of a career pathway program that begins in elementary school and continues through high school. However, the majority of parents were NOT SURE or DID NOT KNOW how well WC was currently doing in providing these options and pathways to students. We aspire to be a district recognized for programs that help every student explore and find a pathway to their future, not only for the college bound but also for students that will one day work in skilled trades, the military, or start and run businesses. WC can be a district where every student at every address can explore and find their own unique path. We aspire to have every parent in the district recognize this strength and make it one of the reasons they would strongly recommend West Clermont to others.



THE LEARNING ENVIRONMENT: We aspire to provide all students with meaningful learning experiences and knowledge development that goes beyond memorization and rote learning to deeper learning and critical thinking. We recognize the need to be open to new ways of delivering and experiencing education as part of a modern student-centered learning environment. In the wake of the pandemic, parents have been ambivalent about remote and hybrid learning environments at West Clermont. Yet, many of them recognize that fundamental changes in the US workforce now require workers to be comfortable with remote working assignments as well as ongoing education, training, and certification delivered virtually. West Clermont must be agile and iterative in our deployment of technology and personalized learning programs.



STUDENT BEHAVIOR, MENTAL HEALTH, AND EMOTIONAL WELLNESS: Because this generation of students face challenges that previous generations did not, or did not talk about, it is important that we ensure that all students have access to resources and programs that support their emotional health and wellness. We have a good start, and we aspire to enhance programs with partner support and provide access to resources to address these challenges.



STRONG, COMFORTABLE RELATIONSHIPS WITH ADULTS AT SCHOOL: We aspire to see every student have a caring and connected relationship with teachers and other adults at school. The benefits of these relationships are that children will be more comfortable in their learning environments, able to better learn and apply new skills, grow in their competence and confidence, and become better able to perform tasks on their own and take on new challenges.



TECHNOLOGY: The societal and technological changes that impact the way we live, work, and get ahead in life will continue to accelerate. We must strive to prepare our kids for a future that is hard for many people to imagine. We aspire to embrace the technologies that will enhance the learning environment. We aspire to give students meaningful, real world experiences and skills that prepare them for the workplaces of the future. We must be agile, iterative, and innovative to succeed.



RESULTS TO BE MEASURED



REALIZE THE VISION OF OUR BOARD OF EDUCATION:

The West Clermont School District Board of Education would like the superintendent to focus on the following aspirations they have for the district.

WEST CLERMONT SCHOOL DISTRICT IS RECOGNIZED NATIONALLY AS AN EXEMPLARY, INNOVATIVE, COST-EFFECTIVE MODEL SCHOOL DISTRICT. A DESTINATION DISTRICT FOR STUDENTS SEEKING SUCCESS AND EDUCATORS SEEKING INNOVATION.

1. The West Clermont School District is recognized as a model district, one where families choose to educate their children.
2. The district is known for its innovation and creativity, student-centered learning model, educator workforce, modern learning environments, and family and community partnerships.
3. The district has an exemplary return on investment.

STUDENT ACHIEVEMENT FOR ALL STUDENTS IS GROWING, AWARD WINNING, AND NATIONALLY COMPETITIVE.

1. High academic achievement and growth occur for all students.
2. Students learn to become responsible and productive leaders in their community.
3. Students achieve regional, state, and national recognition for all aspects of their talents.

COMMUNITY AND PARENT ENGAGEMENT IS STRONG AND RESULTS IN MUTUAL PRIDE AND SUPPORT.

1. The business community is highly engaged in the district's work.
2. Proactive communications foster transparency and active involvement.
3. The community is proud of their school district.
4. The community is welcome in district facilities and programs.
5. The community recognizes the district's cost-effectiveness and invests accordingly.

STUDENTS ARE PROVIDED THE VERY BEST EDUCATIONAL EXPERIENCES.

1. Our district exhibits a high-performance culture.
2. All students at all grade levels receive diverse, rich learning experiences.
3. Students have clear pathways to success beginning in early grades and continuing through life.
4. Present circumstances are not an excuse for poor performance.
5. Student learning goes beyond the classroom and beyond the basics.

TALENT IS ATTRACTED AND RETAINED IN A COLLABORATIVE AND UNIFYING ENVIRONMENT.

1. The district attracts and retains high-quality faculty and staff.
2. Faculty and staff talent flourishes through purposeful growth opportunities.
3. The faculty and staff work in a professionally rewarding environment that engages their heart and mind.





ACADEMIC PERFORMANCE INDEX

Current Result = 84.4%
Target = 95.4%



ATTENDANCE

Current Result = **90.4%**
Target = **95%**



BEHAVIOR

Current Result = **71.2%**
Target = **90%**



ENGAGEMENT:

Student Current = **4.05**
Student Target = **4.5**
Staff Current = **4.08**
Target = **4.4**



GRADUATION RATES

Current = **91.7%**
Target = **100%**



NET PROMOTER SCORE

Parents
Current: - **4**
Target: **0 to 5**

Staff
Current: - **7**
Target: **5 to 10**

Students
Current: - **34**
Target: - **10 to 0**



THE WORK OF OUR IMPACT TEAMS

District Impact Teams were created to analyze data, define the problems to be solved, research best practices, explore options, prototype or test new ideas, and propose effective solutions. In essence, their goals are to:

- Realize—to clearly understand our current realities
- Visualize—to picture the possibilities of our desired future
- Mobilize—to be open-minded, innovative, and make moves toward new solutions

Their work is continuously informed and influenced by feedback, insights, and data points gathered through our comprehensive and stakeholder engagement process. Each team is guided by the Board of Education’s aspirations for the district and the following core principles:

1. West Clermont School District is YOUR school district, and decisions about the future must be informed by input from those stakeholders engaged in the process.
2. Plan for and provide the best possible educational experience and opportunities for the future success of the kids of West Clermont.
3. West Clermont School District leaders, building leaders, and staff have a strong “financial stewardship” orientation.

What follows is a quick summary from each Impact Team that briefly highlights the *product of their current work* and the *product of their future work*.

Keep in mind that many of the challenges we face at West Clermont are interrelated and interdependent. While each Impact Team has a particular area of responsibility and expertise, they must also consider how the strengths, opportunities, aspirations, and measured results articulated by their team aligns with those of other teams.



CITIZEN ADVISORY COMMISSION (CAC) REPORT

Current Work Product	Future Work Product
<p>Completed SOAR Analysis</p> <p>Collected and evaluated data points and stakeholder insights relevant to our work</p> <p>Conducted facility site visits</p> <p>Reviewed presentations and data from Impact Teams</p>	<p>Final evaluation and recommendations to the Board of Education on the four components of School Purpose & Design:</p> <ol style="list-style-type: none"> 1. Student-centered Learning 2. Modern Learning Environments 3. Modern Educator Workforce 4. Modern Family & Community Partnerships



EDUCATIONAL PROGRAMMING: PRESCHOOL & ELEMENTARY

Current Work Product

Completed SOAR Analysis

Decision of age for enrolling in kindergarten and impact to pre-school

Expansion of two preschool classrooms and two special education programs

Exploration and viability assessment of WCYourFuture programming in the elementary

Guaranteed and viable curriculum (Math: Year 2; Science Year 1; English-Language Arts-under construction)

Future Work Product

Five-year spending plan

Future-ready elementary programming aligned to POG outcomes



EDUCATIONAL PROGRAMMING: MIDDLE SCHOOL

Current Work Product

Completed SOAR Analysis

Updated middle school philosophy to support middle school programming design

Developed new master schedule

Determined new alternative school programming

Guaranteed and viable curriculum (Math: Year 2; Science Year 1; English-Language Arts-under construction)

Future Work Product

Five-year spending plan

Future-ready middle school programming aligned to POG outcomes



EDUCATIONAL PROGRAMMING: HIGH SCHOOL

Current Work Product

Completed SOAR Analysis

New senior year experience

New alternative programming model

Expansion of CC Workforce Collaborative

Guaranteed and viable curriculum

Future Work Product

Five-year spending plan

Future-ready high school programming aligned to POG outcomes

THE WORK OF OUR IMPACT TEAMS



STUDENT SAFETY & WELLBEING

Current Work Product

Completed SOAR Analysis

Multi-tiered systems of support (collaboration, problem-solving, data) is in place for all schools to support students' attendance and behavior/mental health

All recommendations from the safety audit are complete

Ongoing safety & security work will continue with Citizens Advisory Commission recommendations

Future Work Product

Whole Learner Network staffing model

Five-year spending plan

Updated curriculum to align POG outcomes PK-12

Consideration for Community Learning Centers model in West Clermont for wrap-around services

Updated leadership curriculum to align with POG PK12 outcomes



STAFF WELLBEING & RETENTION (HUMAN CAPITAL TEAM)

Current Work Product

Completed SOAR Analysis

Portrait of an Educator (POE) & Portrait of a Leader (POL) vision communicated to all staff and incorporated into relevant learning (staff meetings, walk-throughs, 1:1 coaching conversations)

Web of Supports communicated to all staff

Recruiting, interviewing, onboarding plan aligned to POE/POL competencies in place for spring hiring

Classified phase 1 onboarding quarterly starting Q2

Determined role/need for Retention Champion staff position

Continuation of Wellness Program led by Wellness Champions

Continuation of the Aspiring Leaders & Leadership Academy

Future Work Product

Establish NexGen Workforce vision and goals

Portrait of an Educator (POE) & Portrait of a Leader (POL) alignment to onboarding

Development and evaluation plan

Personalized professional development and evaluation plan



FACILITIES & TRANSPORTATION

Current Work Product

Completed SOAR Analysis
 Developed one-page fact sheet for each building
 Updated enrollment analysis
 Updated Buildings Utilization and Condition Report
 Re-visited middle school start time study
 Conducted public building tours with a focus on current building utilization, alignment with modern learning environments, and projected student and staff needs
 Facilitated Town Halls & engagement activities focused on facilities/learning environments, and assessed stakeholder feedback and insights

Future Work Product

Short-Term and Long-Term facilities master plan based on enrollment growth
 Five-year spending plan



West Clermont’s Board of Education is an integral part of Learning, Leading, and Succeeding Together. They not only hear from the district Impact Teams regarding each team’s work, analysis, and stakeholder feedback, but are also active participants in community engagement activities, including town halls, building tours, and numerous other events.

FRONT ROW:

Tammy Spencer (Vice President) and Tina Sanborn

BACK ROW:

Ryan Patton (President), Jim Rudy, and Michael Chumley



05



VOICE OF THE STUDENT



THE VOICE OF THE STUDENTS

The voices of our students provide insights into how West Clermont kids feel about their schools, their lives, and their futures. Student Voice information is collected in different ways. Teachers, staff, and administrators interact with our kids every day, listening to their aspirations and concerns, observing behaviors, and hearing their stories.

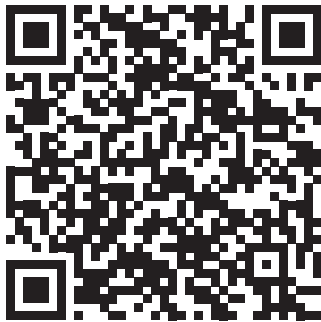
These “on-the-ground” touch points with our kids are invaluable, and it is an essential part of what educators do. It is one of the reasons that most educators chose this profession.

West Clermont also conducts numerous student-centered engagement activities using a process similar to our engagement process with parents, teachers, staff, and community partners. Students participate in surveys, focus groups, town hall meetings, and one-on-one interviews. All of these engagement activities are designed specifically for them with the goal of hearing directly from them. Here are some of the Voice-of-the-Student activities West Clermont students participated in the Fall of 2023:

- School Safety & Wellbeing Survey
- School building Town Hall Meetings
- School building Focus Groups
- Shadow a Student

SCHOOL SAFETY & WELLBEING SURVEY

In our **School Safety & Wellbeing Survey**, we confirmed that the vast majority of our students feel safe and secure at school and during school-related activities. We also learned that over 70% of our students



have a “close, comfortable relationship” with at least one adult in their building, and that many have several such relationships. This number is also on the rise, up slightly from 2022. To learn more about what West Clermont students had to say about school safety and wellness, use the QR code.





STUDENT TOWN HALLS

In our **Student Town Hall meetings**, we heard first-hand stories and anecdotes about kids' WC experience. While we were happy to hear about what students felt was good about their schools, many of them also confirmed some things we know we need to work on further, most of which have been noted in this and previous Roadmap Reports. It was clear to the administrators and staff that this generation of students want a mixture of learning experiences outside the walls of the classroom and hands-on opportunities to explore, create, and access different learning pathways.

STUDENT FOCUS GROUPS

We conducted **22 student focus groups with grades 4 through 12**. These were facilitated by an outside moderator and conducted anonymously without teachers or staff present. The goal was to encourage students to provide feedback in a forum where their names and identities were not recorded.

To hear more about what West Clermont students had to say in these focus groups, use the QR code to be taken to a summary of those focus group results.





HIGH SCHOOL FOCUS GROUPS

Among the many things we heard from WCHS students was their answers to this question:

How could WCHS do a better job of creating pathways to the future for its students? How could WCHS do a better job of creating pathways to the future for its students?

WCHS could do a better job by actually bringing people from different career paths in, and teaching about their career.

I think school counselors should give better aid in talking about schooling. I think we need physical experience.

WCHS could create better student/counselor relationships and explain graduation requirements better.

Add more opportunities for different paths, post different jobs that are hiring, add more options for classes, bring back home economics, give more time with counselors, more diverse jobs.

Bringing in more people who have experienced all of these things like the military or a job or certain school and make us listen to them.

Implement courses that really focus on all the different pathways for the future.





MIDDLE SCHOOL FOCUS GROUPS

West Clermont Middle School students shared their feelings about skills they felt they needed for the future.

What skills and abilities do you think are important for you to learn or develop in school that will help you in almost any job or life situation?

I think people should learn how to read or write. Also people should be taught time management. I think kids may need help with social skills. Learning sensitivity of environment.

Band because it improves social skills, fine motor skills, wide range of vocabulary and non verbal reasoning, work ethic and collaboration.

Social skills, figuring out languages, remembering names, comforting skills, humor, learn to be accepting.

Social interaction I think if we learned more about this it would help people make more friends. I think schools should teach about different situations when you are grown up on your own without parents.

For people skills, like communication skills, you can learn body language, and social cues. You can learn time management, how to be polite, and how to act like a person.

Learning how to do taxes, being responsible with money, and how to invest.

Academic skills will help you out with an organization which will be very important with starting your own business in the future.

Robotics, electronics, building engineer, software engineer, team work, swimming





ELEMENTARY FOCUS GROUPS

One of the objectives of our elementary school focus groups was to hear what 4th- and 5th-grade students had to say about the kinds of classroom activities and learning experiences they value the most. We also wanted to hear more about what they like most about their school.

What are two things you like the most about your school?

I like to learn science and math and ELA and I like to learn new stuff.

I love that all the teachers are great and kind to all of their students.

One thing I like about is how the teachers explain the questions and help us figure out what the questions mean.

I really really love writing. I like reading. I like learning about nature and animals in science.

The Teachers kindness and creativity and the activities such as walking club and kids care.

What I like the most is that we learn a lot and it is bigger, cleaner, and nicer.



Everyone is nice. When you need help someone is always there for you.

I like extra activities like drama club, GLC, and more.



STUDENT VOICE AT THE BOARD OF EDUCATION

West Clermont students regularly make presentations and share their insights with our Board of Education. Not only do students gain valuable public speaking experience with an adult audience, but our board and others attending these meetings hear stories, experiences, and learn more about the accomplishments and aspirations of West Clermont kids.



WHAT WE LEARNED FROM WEST CLERMONT STUDENTS

Through these Voice-of-the-Student activities, we learned that most, but not all, West Clermont kids—at all grade levels involved—had strong aspirations for the future. Our goal is to provide every West Clermont student at every address the same opportunities to find their pathway to the future.

West Clermont students are themselves a stakeholder group in our district, but they are also at the center of attention for every other stakeholder group. Our goal of creating future-ready students is shared by everyone in our district.



06

Our Mission

Commit to excellence with every learner, every day, every way.

Our Vision

Together as one community, we Learn. Lead. Succeed.

Our Values

Together, we are **ON THE RISE!**
Relationships
Innovation
Student-Centered
Empowerment



FUTURE-READY STUDENTS: BLAZING TRAILS & PERSONALIZED PATHWAYS



Future-Ready Students Cannot Take the Same Old Road

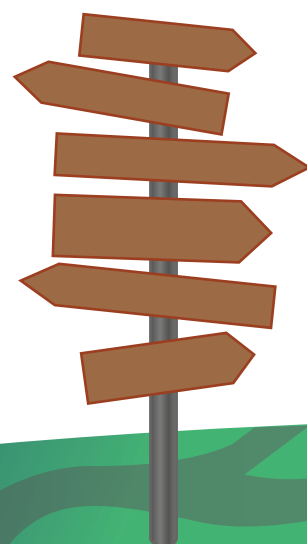


Through five volumes of the Roadmap Report, we have used the symbol of a road headed toward the horizon, moving upward as it rolls ahead. The road we have been on has carried us far, but it has become abundantly clear that this singular path for all students is insufficient. Through multiple community engagement events and subsequent learnings, stakeholders have acknowledged that we have an obligation to ensure that ALL students are reading, writing, doing math, and thinking critically at high levels. This is not the case, and it underscores an ominous reality.

The road we have been on cannot take us where we need to go next. It cannot meet all of our students' basic and unique needs. Our current road has been improved and repaved over the years, but it was designed to move students along a singular, predetermined route with limited deviations. While we acknowledge that this road has taken many students to successful futures, we must also admit that far too many students were not able to follow the same road to success.

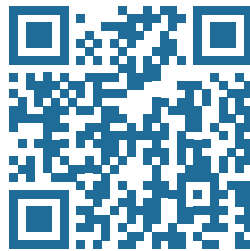
The future of West Clermont kids requires us to transform our more rigid road metaphor into more dynamic, customizable pathways that allow students to choose directions aligned with their individual strengths, interests, and goals. Customizable pathways are more than a new metaphor. It is an acknowledgment that each learner is unique, and that education should be a personalized journey where success comes from combining creativity, exploration, and the pursuit of individual passions with academic and life skills.

We must position ourselves as a school district ready to be agile and responsive to the needs of our students, preparing them to be lifelong learners, prepared for opportunities that do not exist today—to be future-ready. The new trails we will blaze together will ensure we are creating conditions that support our mission to commit to excellence with every learner, every day, every way.





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**ACCESS TO ALL CURRENT
AND PAST ROADMAP REPORTS:**

westcler.org/roadmapreports

See For Yourself

A Closer Look at West Clermont

In addition to our RoadMap Reports, West Clermont communicates to our stakeholders through newsletters, emails, social media, and topical videos. We encourage you to learn more about what's happening in our schools by watching some of our recent videos.

To see even more West Clermont videos, subscribe to our WC YouTube page:
youtube.com/@westcler



SAFETY & SECURITY

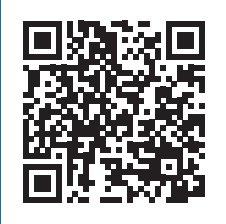


FOCUS ON FACILITIES

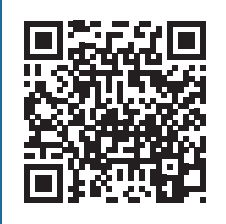


SCHOOL BUILDING SPOTLIGHT VIDEOS

AMELIA



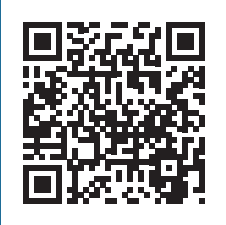
CLOUGH PIKE



HOLLY HILL



MERWIN



SUMMERSIDE



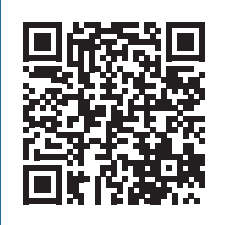
WILLOWVILLE



WT



WC MIDDLE SCHOOL



WCHS

