

West Carrollton Schools 2008 Strategic Plan



West Carrollton Middle School Student, Mark Richardson

Photo by Jeff Zaret

The mission of the West

Carrollton School District is to

provide all students a

World Class Education designed

to maximize their unique

abilities, so they can compete,

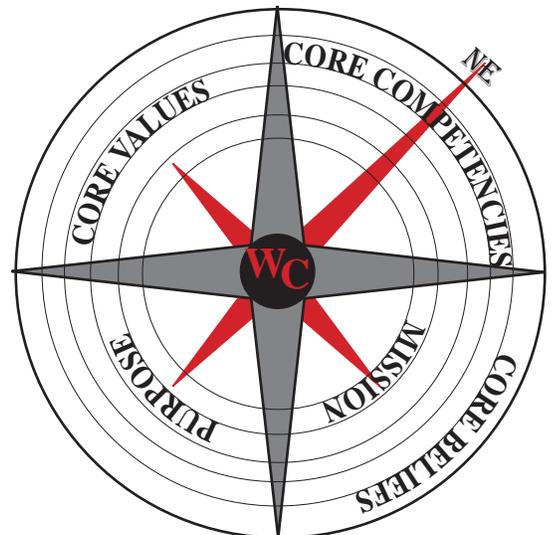
succeed, and excel in a complex,

diverse and changing future.

Growth in individuals and in organizations requires a commitment toward continuous improvement. The West Carrollton School District proudly presents its 2008 Strategic Plan, a product of collaborative work that elevates our mindset of connection, extension and innovation.

As the 2008 Strategic Plan is examined, its history can be appreciated. The strategic planning process began in 1997. West Carrollton City Schools have accelerated the rate of alignment and change through the 2000, 2002, and 2005 plans. Maintaining the viability of the planning process as a framework for continued transformation of the West Carrollton School District has been a pivotal focus. The 2008 Strategic Plan will reaffirm our school-wide commitment to achieve a common purpose, and our community-wide commitment to service.

The pursuit of educational excellence requires a strong future orientation and a willingness to follow through with these commitments. With your involvement in the implementation of the 2008 Strategic Plan, West Carrollton City Schools will continuously improve the educational experience for all our students.



Our purpose is to be the School District of Choice in Ohio.

The planning team represents a diverse group of community members, West Carrollton school teachers, administrators, classified staff and board members who are dedicated to the idea of educational excellence.

Planning Team Members

CORE VALUES

Improvement

A well-executed approach to continual improvement that engages faculty, staff, and students as full participants in learning and as contributors to improvement processes.

Learning

A focus of all activities on the learning needs of students. The emphasis is on active student learning with students taking responsibility for the management of key learning processes.

Leadership

Setting and communication of clear and visible directions and high expectations. Visible commitment to continual improvement. Modeling of continual improvement principles and practices.

Value

The practice of building internal and external partnerships to better accomplish overall goals. Investment in the on-going development of knowledge, capabilities, skills, and motivation of faculty, staff, and students.

Results

A focus on the school's performance on results which reflect and balance the needs and interests of students and all stakeholders.

Larry Campbell, Ph.D

Rusty Clifford, Ph.D

Vicki Cornick

Sarah Domingus

Jason Enix

Barbara Gardecki

Fred Gehron

Roger Gibson

Jack Haag

Don Henry

Doug Hess

Renee Lawson

Denise Moore

Kelly Pffner

Jim Richardson

Harold Robinson

LuAnn Saunders

Thomas Shafer

Jimmie Tipton



Nicholas girls

CORE COMPETENCIES

Baldrige Criteria

Strategic Planning

40 Developmental Assets

Quality Process Time/Team (QPT)

Professional Learning Communities (PLC)

Technology Integration Process (TIP)

Indoor Air Quality (IAQ)

CORE BELIEFS

Continuous improvement is an institutionalized habit.

We are on the ballot every day.

Relationships are the basis for building assets.

Leadership is not a person; it's personally involved.

The fundamental purpose of school is learning - not teaching.

Continue to accelerate the rate of alignment and change.

The big "P" in Pirate is perception.



Photos from Frank Nicholas's holiday party.

OUR KEY MESSAGES

Who we are and what we do

We are preparing students to succeed in today's changing world by focusing on continuous improvement, high expectations, and learning results by students and staff.

What we do differently, and well

We are committed to being the school district of choice in Ohio by focusing on Core Values, 21st Century Skills, Developmental Assets, and Professional Learning Communities.

Why you need to know about the WCSD

We are improving the entire community by focusing on the unique needs, abilities and strengths of every student and family.

CRITICAL ISSUES

Academic and Operational Excellence

Academic and operational goals measured through ongoing assessments ensure continuous improvement.

Communication

Effective communication builds relationships, support, participation, financial stability, and public confidence.

Financial Stability and Stewardship

Financial stability and stewardship and adequate resources are essential for continuous improvement.

School and Community Relationships

Developing and nurturing relationships among staff, parents, students, and other partners are essential to success.

21st Century Learning

21st Century Learning is essential for optimal student success and incorporates emerging technologies.



Brittani Kanthak in Chemistry Lab

STRATEGIES

Accountability

We will develop and deploy our accountability processes to ensure alignment, continuous improvement and results.

Communication

We will continually enhance and integrate effective communication processes and emerging technologies.

Financial Stability and Stewardship

We will develop and implement short and long-term plans to ensure financial stability, adequate resources, and proactive stewardship.

School and Community Relationships

We will build assets and develop supportive relationships with students, staff, parents, businesses, and other partners that respect human values and diversity.

Student Achievement

We will provide the resources and staff development to ensure an effective curriculum and instructional program that empowers all students to maximize their academic and leadership potential as 21st Century Learners.

ACTION PLANS

Accountability

WCSD will develop and deploy key processes to improve academic achievement in math, science, and social studies.

WCSD will develop and deploy key processes to fully actualize the Response to Intervention (RTI)
See Action Plan Note 1.

WCSD will develop and deploy key processes to extend and enrich student learning.

WCSD will develop, deploy and operationalize key processes to provide and maintain academic resources. (i.e. personnel, technology, equipment)

Communication

WCSD will continue to use a variety of communication processes to establish and maintain partnerships within the school communities of Miami Township, Moraine, and West Carrollton.

WCSD will utilize emerging technologies to help foster relationships and enhance internal and external communication within our school communities.

WCSD will continue to disseminate financial information to encourage public confidence, participation, and support.

WCSD will increase the access of technology to our school communities and provide training in the use of various technologies.

Financial Stability and Stewardship

WCSD will continue to pursue school funding at local, state, and federal levels (including the 2010 levy) and pursue alternative sources of funding (including, but not limited to foundations, grants, and other private monies).

WCSD will explore the feasibility of new buildings in the district, and continue renovation and rejuvenation (including new and emerging green technologies) of existing facilities.

WCSD will continue to develop and communicate a fiscally responsible short-term and long-term financial plan to address all needs of the district (i.e. – operations, capital improvement, technology)

WCSD will continue to demonstrate and communicate effective fiscal stewardship while maintaining educational excellence.

School and Community Relationships

WCSD will continue to deliberately, intentionally, and repetitiously promote the 40 Developmental Assets. *See page 7.*

WCSD will enhance and implement processes to support our culturally diverse population.

WCSD will utilize 21st Century Skills to continue building strong and mutually beneficial community relationships. (i.e. business and other partners) *See Action Plan Note 2.*

Student Achievement

WCSD will provide parents with opportunities, resources, and support that will encourage them to be actively involved in their child's success in school.

WCSD will meet the diverse academic needs of all students by incorporating differentiated learning strategies into our classrooms.

WCSD will continue to provide effective targeted resources and staff development programs for all employees to support our core belief that the fundamental purpose of school is learning, not teaching.

WCSD will integrate information literacy and leadership skills across all content areas to ensure that students acquire the critical thinking and evaluation skills that will enable them to become lifelong learners and leaders. *See Action Plan Note 3*

WCSD will utilize emerging technologies and processes to enhance teaching and learning and prepare students for productive participation in post-secondary education and employment.



Dr. Clifford and Dr. Campbell

ACTION PLAN NOTES

- 1) RTI measures a student's response to an intervention. It is a system used to assess, identify, and provide interventions to any student at risk of school failure due to academic or behavior needs.
- 2) 21st Century Skills [Develop and exhibit positive work ethic, attitudes and behavior – Take responsibility and ownership for completing work – Utilize proper etiquette – Respect for others and property – Work in teams and understand teamwork – Solve problems – Be punctual] are emphasized to help students succeed in today's complex economy. In addition to the core content areas of English, math, science, and history, mastering 21st Century Skills means learning how to think critically and creatively, work collaboratively, use the internet to do research, and communicate clearly and effectively.
- 3) Information Literacy is the ability to identify what information is needed, understand how the information is organized, identify the best sources of information for a given need, locate those sources, evaluate the sources critically, and share that information.



40 DEVELOPMENTAL ASSETS

EXTERNAL ASSETS

Support

1. Family Support: Family life provides high levels of love and support.
2. Positive Family Communication: Young person and his or her parent(s) communicate positively and young person is willing to seek advice and counsel from parent(s).
3. Other Adult Relationships: Young person receives support from three or more non parent adults.
4. Caring Neighborhood: Young person experiences caring neighbors.
5. Caring School Climate: School provides a caring, encouraging environment.
6. Parent Involvement in Schooling: Parent(s) are actively involved in helping young person succeed in school.

Empowerment

7. Community Values Youths: Young person perceives that adults in the community value youths.
8. Youths as Resources: Young people are given useful roles in the community.
9. Service to Others: Young person serves in the community one hour or more per week.
10. Safety: Young person feels safe at home, at school and in the neighborhood.

Boundaries & Expectations

11. Family Boundaries: Family has clear rules and consequences and monitors the young person's whereabouts.
12. School Boundaries: School provides clear rules and consequences.
13. Neighborhood Boundaries: Neighbors take responsibility for monitoring young people's behavior.
14. Adult Role Models: Parent(s) and other adults model positive, responsible behavior.
15. Positive Peer Influence: Young person's best friends model responsible behavior.
16. High Expectations: Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

17. Creative Activities: Young person spends three or more hours per week in lessons or practice in music, theater or other arts.
18. Youth Programs: Young person spends three or more hours per week in sports, clubs or organizations at school and/or in the community.
19. Religious Community: Young person spends one or more hours per week in activities in a religious institution.
20. Time at Home: Young person is out with friends "with nothing special to do" two or fewer nights per week.

INTERNAL ASSETS

Commitment to Learning

21. Achievement Motivation: Young person is motivated to do well in school.
22. School Engagement: Young person is actively engaged in learning.
23. Homework: Young person reports doing at least one hour of homework every school day.
24. Bonding to School: Young person cares about her or his school.
25. Reading for Pleasure: Young person reads for pleasure three or more hours per week.

Positive Values

26. Caring: Young person places high value on helping other people.
27. Equality and Social Justice: Young person places high value on promoting equality and reducing hunger and poverty.
28. Integrity: Young person acts on convictions and stands up for her or his beliefs.
29. Honesty: Young person "tells the truth even when it is not easy."
30. Responsibility: Young person accepts and takes personal responsibility.
31. Restraint: Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competence

32. Planning and Decision Making: Young person knows how to plan ahead and make choices.
33. Interpersonal Competence: Young person has empathy, sensitivity and friendship skills.
34. Cultural Competence: Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. Resistance Skills: Young person can resist negative peer pressure and dangerous situations.
36. Peaceful Conflict Resolution: Young person seeks to resolve conflict nonviolently.

Positive Identity

37. Personal Power: Young person feels he or she has control over "things that happen to me."
38. Self Esteem: Young person reports having a high self esteem.
39. Sense of Purpose: Young person reports that "my life has a purpose."
40. Positive View of Personal Future: Young person is optimistic about her or his personal future.

BOARD OF EDUCATION GOALS 2008-2009

The West Carrollton Board of Education developed five new goals for the 2008-2009 school year. These goals were created to respond to the critical issues as identified in the Strategic Plan. They provide the direction needed for West Carrollton Schools' administrators, staff and students to form and align their own goals with those below.

To Continuously Pursue Academic and Operational Excellence

Continue to promote and support the development and deployment of Professional Learning Communities (PLC's)

Promote and support the deployment of district and building Organizational Profiles and applying for the Malcolm Baldrige National Quality Award

Promote, support and participate in the WCSD Strategic Visioning process

Continue to promote the utilization of Progress Book

To Continuously Expand Communication

Promote and support the development and deployment of Communication Literacies

Promote and support the development and deployment of ClassScene

Promote and monitor changes to the ODE State Report Card – (value-added, AYP, graduation rate)

To Continuously Develop/Nurture School and Community Relationships

Continue to "Build Assets and Relationships" with students, staff and community

Promote and support 21st Century Skills and Literacies

Promote, support and participate in the third annual Greater Dayton Conference on Youth

To Continuously Promote Wellness and Safety

Promote and support adherence to and impact of Jarod's Law

To Continuously Maintain Financial Stability and Effective Stewardship

Promote May 4, 2010 by "being on the ballot every day"

Continue to be fiscally accountable and responsible

