

Print Your Plan



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Basic Information

Plan Entity Name: FY 2023 Westerville City One Plan
(0)

Plan Fiscal Year: FY 2023

Cohort #: 2

District IRN: 045047

Plan Status: Plan Approved For Execution

Revision #: 0

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Plan Information

1. Goal #1 of 2

1.1. Root Cause Analysis

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

1.2. SMART Goal Statement

By **06/01/2025** we will improve the performance of **All Students, Students with Disabilities, Homeless Students, English Language Learner, Students in Military Families, Gifted Student, Low-Economic Status Students, Foster Children, Elementary, Middle School** students at/in **Westerville City** to **increase 15.00 %** in students scoring at grade level **Reading and Math** using **iReady diagnostic data**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Semester, Reading and Math - iReady diagnostic data** of **All Students** will be measured, with a final improvement of **increase 15.00 % performing at grade level** at the end of the plan.

01/01/2023

06/01/2023

01/01/2024

06/01/2024

01/01/2025

06/01/2025

1.4. Strategies and Actions

1.4.1. Strategy #1: Curriculum, Instruction and Assessment

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

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

1.4.1.3. Strategy Rubric Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114.

1.4.1.4. Action Steps

1.4.1.4.1. Plan Year: 2023, Action Completion: 06/30/2025

PD on the Science of Reading and new dyslexia screening and intervention requirements

Participants:

- District Administration
- Teachers
- Principals
- Instructional Coaches

1.4.1.4.2. Plan Year: 2023, Action Completion: 06/30/2025

PD on Standards Based Learning

Participants:

- District Administration
- Teachers
- Principals
- Curriculum Specialists

1.4.1.4.3. Plan Year: 2023, Action Completion: 06/30/2025

Exploration of and PD of evidence based tier 1 and tier 2 supports for academic areas and executive functioning

Participants:

- District Administration

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

1.4.1.4.4. Plan Year: 2023, Action Completion: 06/30/2024

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

Participants:

- Teachers
- Principals
- Gifted Coordinator

1.4.1.4.5. Plan Year: 2023, Action Completion: 06/30/2025

Exploration of and PD on student directed learning and Portrait of a Graduate competencies

Participants:

- District Administration
- Teachers
- Principals

1.4.1.4.6. Plan Year: 2024, Action Completion: 07/01/2024

PD on culturally and linguistically relevant teaching practices

Participants:

- District Administration
- Teachers
- Staff
- Principals

1.4.1.4.7. Plan Year: 2025, Action Completion: 07/01/2025

Deployment of refined MTSS strategies at all levels

Participants:

- District Administration
- Teachers
- Principals
- Support Staff
- District Leadership Team
- Related Service Personnel
- Positive Behavior Intervention Support Team

1.4.1. Strategy #2: Community, Family Engagement

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Provide schools with opportunities to learn evidence based strategies to engage families from diverse backgrounds.

1.4.1.3. Strategy Rubric Requirement(s):

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

1.4.1.4. Action Steps

1.4.1.4.1. Plan Year: 2023, Action Completion: 07/01/2023

Exploration and PD on evidence based family involvement strategies

Participants:

- District Administration
- Teachers
- Principals

1.4.1.4.2. Plan Year: 2023, Action Completion: 06/30/2025

Institute two-way multilingual family engagement platform that allows teachers and families to stay connected via text message

Participants:

- District Administration
- Teachers
- Principals
- Support Staff

1.4.1.4.3. Plan Year: 2024, Action Completion: 06/30/2025

Creation of building Family Engagement Plans using new strategies and additional parental input

Participants:

- District Administration
- Teachers
- Staff
- Principals

1.4.1.4.4. Plan Year: 2025, Action Completion: 07/01/2025

Analyze results of family engagement strategies and adjust as needed

Participants:

- District Administration

- Teachers
- Staff
- Principals

1.4.1. Strategy #3: Professional Capital

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Increase efforts to recruit diversified staff that more closely reflects the district and schools' demographics.

1.4.1.3. Strategy Rubric Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

1.4.1.4. Action Steps

1.4.1.4.1. Plan Year: 2023, Action Completion: 06/30/2025

Increase recruitment efforts at campuses with diverse student populations

Participants:

- District Administration
- Principals

1.4.1.4.2. Plan Year: 2024, Action Completion: 06/30/2025

Create supports for teachers and principals of color

Participants:

- District Administration

1.4.1.4.3. Plan Year: 2025, Action Completion: 07/01/2025

Evaluate the effectiveness of recruitment and retention efforts

Participants:

1.5. Adult Measures

1.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester**, **iReady Data Analysis and Training - Participation of Elementary Staff and Middle School Staff** will be measured, with a final improvement of **increase 50.00 %** at the end of the plan.

01/01/2023	06/01/2023	01/01/2024	06/01/2024	01/01/2025	06/01/2025
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1.6. Funding Sources

1.6.1. FY 2023

Exploration and PD on evidence based family involvement strategies

Title I-A Improving Basic Programs IDEA-B Special Education IDEA Early Childhood Special Education

1.6.1. FY 2023,2024

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

General Fund

1.6.1. FY 2023,2024,2025

PD on the Science of Reading and new dyslexia screening and intervention requirements

IDEA-B Special Education IDEA Early Childhood Special Education Title III Language Instruction for English Learners Title II-A Supporting Effective Instruction Title I-A Improving Basic Programs General Fund

1.6.1. FY 2023,2024,2025

PD on Standards Based Learning

General Fund Title II-A Supporting Effective Instruction

1.6.1. FY 2023,2024,2025

Exploration of and PD of evidence based tier 1 and tier 2 supports for academic areas and executive functioning

Title II-A Supporting Effective Instruction Title IV-A Student Support and Academic Enrichment General Fund

1.6.1. FY 2023,2024,2025

Exploration of and PD on student directed learning and Portrait of a Graduate competencies

General Fund

1.6.1. FY 2023,2024,2025

Institute two-way multilingual family engagement platform that allows teachers and families to stay connected via text message

Title III Language Instruction for English Learners

1.6.1. FY 2023,2024,2025

Increase recruitment efforts at campuses with diverse student populations

General Fund

1.6.1. FY 2024

PD on culturally and linguistically relevant teaching practices

Title III Language Instruction for English Learners Title II-A Supporting Effective Instruction

1.6.1. FY 2024,2025

Creation of building Family Engagement Plans using new strategies and additional parental input

General Fund

Title I-A Improving Basic Programs

1.6.1. FY 2024,2025

Create supports for teachers and principals of color

General Fund

1.6.1. FY 2025

Deployment of refined MTSS strategies at all levels

Title IV-A Student Support and Academic Enrichment

Title I-A Improving Basic Programs

General Fund

1.6.1. FY 2025

Analyze results of family engagement strategies and adjust as needed

General Fund

1.6.1. FY 2025

Evaluate the effectiveness of recruitment and retention efforts

General Fund

2. Goal #2 of 2

2.1. Root Cause Analysis

Westerville City Schools continue to prioritize social emotional wellness. The district has created structures to identify students' mental health and social emotional needs (office visits, surveys [Panorama], referrals). The district works to respond to those needs by adding staff, programs, approaches, professional development and training. The area that the district needs to address as components are implemented is the collection and analysis of data relevant to the whole program as well as the components. This would allow the district to more rapidly address changing needs and would allow more flexibility in services.

2.2. SMART Goal Statement

By **06/30/2025** we will improve the performance of **All Students, Students with Disabilities, Homeless Students, English Language Learner, Students in Military Families, Gifted Student, Foster Children, High School** students at/in **Westerville-South High School, Westerville-North High School, Westerville Central High School** to increase **1.00 Scaled Score** in **Mental Health and Suicide Education** using **Pre/Post Assessment**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Semester**, **Mental Health and Suicide Education - Pre/Post Assessment** of **Students with Disabilities, Homeless Youth, Foster Children, English Language Learners &**

Immigrant/Migrant Students, Students of Military Families, Low-Economic Status Students, Gifted Student and All Students will be measured, with a final improvement of **increase 1.00 Scaled Score** at the end of the plan.

01/01/2023

06/01/2023

01/01/2024

06/01/2024

01/01/2025

06/01/2025

2.4. Strategies and Actions

2.4.1. Strategy #1: School Climate and Supports

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Provide training and support for implementation of SEL programming and support.

2.4.1.3. Strategy Rubric Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114.

2.4.1.4. Action Steps

2.4.1.4.1. Plan Year: 2023, Action Completion: 06/30/2025

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

Participants:

- District Administration

2.4.1.4.2. Plan Year: 2023, Action Completion: 06/30/2025

PD on trauma informed instruction

Participants:

- District Administration
- Teachers
- Principals
- Support Staff

2.4.1.4.3. Plan Year: 2024, Action Completion: 06/30/2025

Expand suicide prevention programs throughout the district

Participants:

- Teachers
- Principals

2.4.1. Strategy #2: Curriculum, Instruction and Assessment

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Deployment of targeted SEL programming and intervention support.

2.4.1.3. Strategy Rubric Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

2.4.1.4. Action Steps

2.4.1.4.1. Plan Year: 2023, Action Completion: 06/30/2025

Implement PATHs and Responsive Classroom techniques in elementary classrooms

Participants:

- Teachers
- Principals

2.4.1.4.2. Plan Year: 2024, Action Completion: 06/30/2025

Exploration and PD on tier 1 and tier 2 evidence based strategies for behavior and social emotional well being

Participants:

- District Administration
- Teachers
- Principals
- Support Staff

2.4.1.4.3. Plan Year: 2025, Action Completion: 07/01/2025

Implement refined MTSS strategies for behavior and social emotional well-being at all levels

Participants:

- District Administration
- Teachers
- Principals
- Support Staff

2.4.1. Strategy #3: Community, Family Engagement

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Provide opportunities for meaningful family engagement.

2.4.1.3. Strategy Rubric Requirement(s):

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

2.4.1.4. Action Steps

2.4.1.4.1. Plan Year: 2023, Action Completion: 06/30/2025

Expand community training of suicide prevention/intervention programs

Participants:

- District Administration
- Teachers
- Principals
- Support Staff
- Families/Community

2.4.1.4.2. Plan Year: 2023, Action Completion: 06/30/2025

Continuation of Parent Prep sessions

Participants:

- District Administration
- Teachers
- Principals

2.4.1.4.3. Plan Year: 2024, Action Completion: 06/30/2025

Explore school avoidance issues and develop a plan to address

Participants:

- District Administration
- Principals
- School Counselors

2.4.1.4.4. Plan Year: 2025, Action Completion: 07/01/2025

Start the plan to address school avoidance issues

Participants:

2.5. Adult Measures

2.5.1. Adult Measure #1

- School Climate and Supports

Every **Semester, Mental Health and Suicide Education - Pre/Post Assessment of High School Staff and Community Members** will be measured, with a final improvement of **increase 1.00 Scaled Score** at the end of the plan.

01/01/2023

06/01/2023

01/01/2024

06/01/2024

01/01/2025

06/01/2025

2.6. Funding Sources

2.6.1. FY 2023,2024,2025

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

Title IV-A Student Support and Academic Enrichment Fund | IDEA-B Special Education | General

2.6.1. FY 2023,2024,2025
PD on trauma informed instruction

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

2.6.1. FY 2023,2024,2025
Implement PATHs and Responsive Classroom techniques in elementary classrooms

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

2.6.1. FY 2023,2024,2025
Expand community training of suicide prevention/intervention programs

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

2.6.1. FY 2023,2024,2025
Continuation of Parent Prep sessions

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

2.6.1. FY 2024,2025
Expand suicide prevention programs throughout the district

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

2.6.1. FY 2024,2025
Exploration and PD on tier 1 and tier 2 evidence based strategies for behavior and social emotional well being

General Fund | Title II-A Supporting Effective Instruction | Title IV-A Student Support and Academic Enrichment

2.6.1. FY 2024,2025
Explore school avoidance issues and develop a plan to address

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

2.6.1. FY 2025
Implement refined MTSS strategies for behavior and social emotional well-being at all levels

General Fund

2.6.1. FY 2025
Start the plan to address school avoidance issues

General Fund