

PURPOSE AND DESIGN



EDUCATIONAL PROGRAMMING



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FACILITIES



TRANSPORTATION



# WEST CLERMONT

## ROADMAP REPORT

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



WEST CLERMONT  
SCHOOL DISTRICT

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# **WEST CLERMONT ROADMAP REPORT**

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

## **Volume No. 1**

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

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



# Table of Contents

## 01 Welcome to the Roadmap Report

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The Purpose of the ROADMAP Report  
A District on the RISE  
Where We've Been  
The Road Ahead

## 03 Key Objectives

---

Using the Wisdom of the Crowd to Keep West Clermont on the RISE



## 05 Our Destination

---

What Do Our Students Need to Be Successful in Learning and Life?  
Aspirations for West Clermont  
Portrait of a Graduate  
A Student-Centered Approach  
Our top Five Challenges

## 09 The Journey So Far

---

Community Engagement  
Engagement Activities  
Citizen Advisory Commission  
REACT Survey  
Interactive Town Hall Meetings  
What Did We Learn?

## 21 The Road Ahead

---

Impact Teams  
Engagement Activities and Events

## 25 The Road Ahead Roadmap Infographic

---



# 01

## WELCOME TO THE ROADMAP REPORT



Welcome to our first ROADMAP Report, designed to periodically update you on West Clermont School District's horizon planning progress and to provide information on variables for consideration in future planning.

Our nation's PK-12 public education system is in a period of transition as a result of the global pandemic and other societal factors. Change is happening at a faster rate than we have experienced. The spotlight is on issues such as technology, equity, funding, learning models, and staffing like never before. Thanks to our Onward and Upward Investment plan and our continuous drive to be an On the RISE district, we are poised for success.

We have a lot to celebrate in West Clermont! First and foremost, our amazing team of educators who are dedicated to making a difference in the lives of our students; they are a gift to our community. Staff continue to persevere through challenges, learn new ways of working, and are dedicated to impacting the future generation. Thanks to teams of staff working together, we have implemented a new math curriculum; added counselors at the middle and high schools; reinstated more art, music, physical education and career awareness classes for elementary students; added summer school and after-school extended learning opportunities; and enhanced our service delivery model for special education. We have created new master schedules at both the high school and middle school to create more flexibility for meeting diverse learning needs and have bolstered our job-embedded professional learning for staff. Efforts through wrap-around services and school-based health continue to grow as part of our Whole Child Network focused on eliminating barriers to learning such as student behavior, attendance, and physical and mental health needs. Amelia Elementary, Merwin Elementary, Willowville Elementary, and West Clermont Middle School have been recognized as Purple Star Schools by the Ohio Department of Education for their commitment to serving military-connected students and families. And finally, we must acknowledge a few of the strong partnerships that have been with us through it all such as the West Clermont Education Foundation, Business Advisory Council, PTO/As and Booster Organizations, Health Source of Ohio, and our Mercy Health partners.

This is just the beginning. We must remain focused on keeping our foot on the accelerator so that every student can achieve our Portrait of a Graduate and find success. I hope you find this report helpful and thank you for your partnership in making West Clermont a destination district.

Let's make the most of our journey together!

**Natasha L. Adams**

Superintendent, West Clermont School District

## A District on the RISE

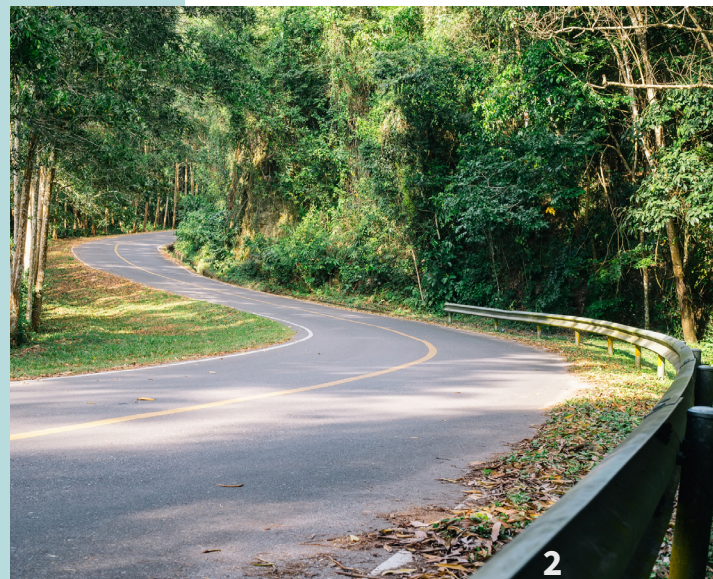
Our academic achievement is on the RISE. We have a 90% average graduation rate over the past five years, compared to the state average of 85%. District-wide test scores are increasing. Some other facts worth celebrating: WCHS offers 12 Advanced Placement Courses and 9 College Credit Plus on campus. 738 Students were enrolled in AP/CCP courses during the 2021 – 2022 school year. WCHS and WCMS also offer 59-course offerings in visual and performing arts. We offer WCYourFuture career-ed programming in all schools. Our Wolfpup Preschool was designated as a 5-Star Step Up to Quality school, the highest possible rating. To engage students beyond the classroom, we have 29 varsity sports programs and 117 clubs and activities.

## Where We've Been

Over the last year, we have achieved greater community engagement, gathering stakeholder insights that inform district decisions. This started with launching the first-ever Citizens Advisory Commission to study middle school start time; Community Asset Mapping exercises kicked off in the fall to connect our various partners to students and teacher projects; staff/student/parent focus groups were brought together to give feedback on the middle school and high school schedules; REACT Reviews and Net-Promoter Score Surveys and Thought Exchanges were given to get feedback and community perception; and we ended the year strong with two Interactive Town Hall events at Holly Hill and Willowville Elementary schools.

## The Road Ahead

Our nation's PK-12 education systems locally, state-wide, and nationally are in the midst of a transition. Issues before the pandemic such as school funding, poverty, equity, technology in education, staffing issues, and implementation of new learning models have had a huge spotlight on them. Schools continue to need to reimagine and reinvent how they serve students amidst learning loss, chronic absenteeism, staffing issues, extreme behavior issues, and the mental health of our youth. In West Clermont, our conversation and planning are centered around school district purpose and design, educational programming, safety and wellbeing, transportation and facilities. There is certainly overlap with what the WC school community needs to focus on and the challenges across our nation.



# 02

**“With most things, the average is mediocrity. With decision making, it’s often excellence. You could say it’s as if we’ve been programmed to be collectively smart.”**

James Surowiecki, *The Wisdom of Crowds*



## KEY OBJECTIVES

We are smarter as a district when we incorporate the insights and perspectives of our stakeholders: parents, teachers, staff, students, and community members. The collective wisdom of these stakeholders will help keep West Clermont On the RISE!



# Our strategy for doing this rests upon these key objectives:

## 1 MULTI-FACETED

Offer a multi-faceted, inclusive engagement plan that gives our community an ability to contribute to improved district decision-making.

## 2 LEARNING OPPORTUNITIES

Provide learning opportunities and grow awareness of key district strengths and challenges.

## 3 AUTHENTIC DIALOGUE

Create authentic dialogue with all stakeholders to grow trust, develop new relationships, and improve existing relationships within our community.

## 4 CONNECTION

Blend digital and face-to-face connection.

## 5 FEEDBACK

Capture sentiments (not just what people say, how they feel about it), themes and perspectives which will inform our district's priorities moving forward.

## 6 COMMUNITY ASSETS

Leverage community assets and partnerships to build capacity, strength, and support within our district and community.



# 03



“The road to success is dotted with many tempting parking spaces.”

Will Rogers



## OUR DESTINATION

In May of 2018, the Board of Education (BOE) articulated a strong, aspirational vision for West Clermont School District. They realized that our road to success could be a challenging one. The next year we gathered input from our stakeholders to answer this question:

**WHAT DO OUR STUDENTS NEED TO BE SUCCESSFUL IN LEARNING AND LIFE?**





## Aspirations for West Clermont School District

The West Clermont School District Board of Education would like the next 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 students choose to stay in our schools to receive their education.
2. The district is known for its innovation, creativity, technology integration and resources.
3. The district has exemplary cost effectiveness (cost per successful student – Kalmus Ratio).

**Student achievement for all students is growing, award winning, and nationally competitive.**

1. Achievement growth occurs for all students including typically high achieving ones.
2. Students learn to become responsible, productive citizens.
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 minimize conflict.
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.

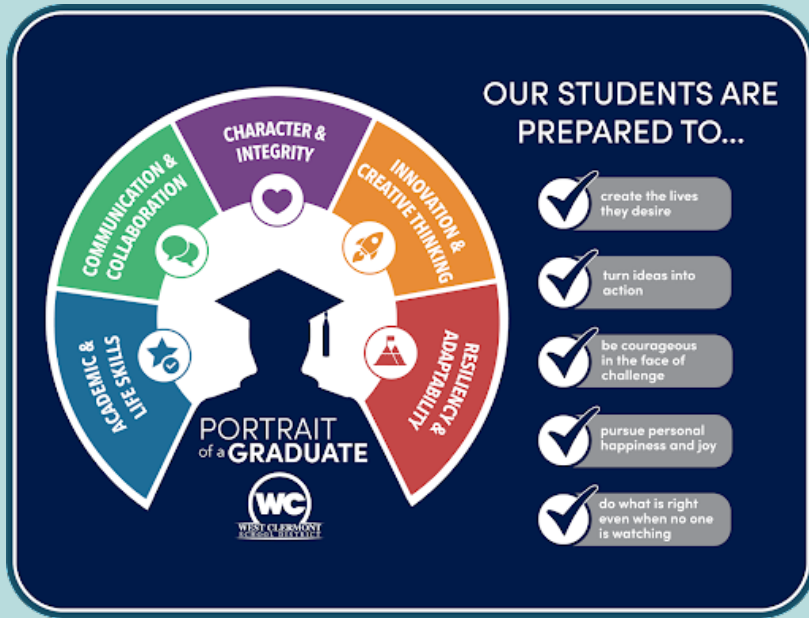
**Students are provided the very best educational experiences.**

1. All students at all grade levels receive diverse, rich learning experiences.
2. Students have clear pathways to success beginning in early grades and continuing through life.
3. Our district exhibits a courageous culture.
4. Poverty is 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 districts' faculty and staff work in a professionally rewarding environment that engages their heart and mind.

# Portrait of a Graduate



The end result of our stakeholder engagement in 2019 was the development of West Clermont’s Portrait of a Graduate, our north star that gives us direction and supports the aspirational vision for each of our students as well as our district as a whole.

## A Student-Centered Approach

We have a bold vision, even though the road to our destination may be challenging. Strengthening the student experience and elevating the value of a West Clermont diploma requires a student-centered approach to learning and living. Here are the key components of our student-centered approach:



- LEARN:** Participate in challenging, meaningful learning experiences.
- ASPIRE:** Assess their own talents and aspirations.
- BELONG:** Feel cared for and connected as they work collaboratively with the support of teachers, adult mentors, and guides.
- LEAD:** Plan a pathway toward their own purpose.



By focusing on where our students are and where they want to go, we can move our entire school system ahead, at a time when PK-12 education is experiencing disruption and unprecedented challenges. An engaged school community, where stakeholders play a critical role in our decision-making process, will help us ensure that our definition of student success goes beyond academics.

We use Ohio’s Whole Child Framework as a tool to support students academically, socially and emotionally, and physically. Without the involvement of our students, families, and communities, this would not be possible. Student, staff, family and community engagement is vital to the success of our students and district. We believe our partnerships and growing level of engagement with our community is a competitive advantage that sets our school district apart from others. Without this level of engagement, it would be tempting to find a parking spot on the road to success.



# Our Top Five Challenges

Focusing on the Whole Child as we strive to enhance the student experience and elevate the value of a West Clermont diploma requires that we seriously consider related challenges that could be roadblocks on our journey. There are five of them, and you will notice that they naturally overlap to some degree.



From the Ohio Department of Education

## 01 Safety & Wellbeing

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

## 02 Educational Programming

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

## 03 School District Purpose & Design

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

## 04 Facilities

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

## 05 Transportation

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



# 04



## THE JOURNEY SO FAR

Engaging a community begins with actively listening to a variety of stakeholders and then blending different types of engagement activities and technologies into the process. By creating digital and face-to-face opportunities for authentic dialogue, quantifying feedback, and capturing sentiments, we accomplish two things:

- 1 Enhance relationships with our community because they know their voices matter and West Clermont cares.**
- 2 Collect and refresh quantitative and qualitative data that improve district decision-making.**

This process requires discipline by district leaders and commitment from stakeholders to sustain. We are off to a good start. Here is a summary of a few things we have done so far and what we have learned.

# Engagement Activities



**School visits to engage students, teachers, and support staff**



**Strategic one-on-one dialogue with stakeholders**

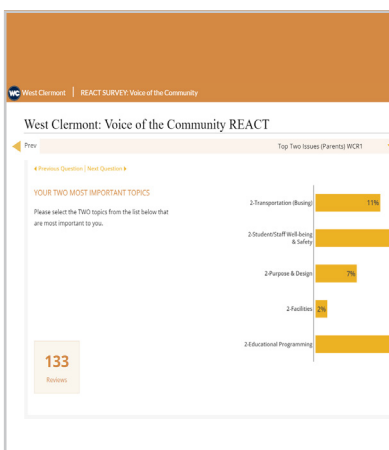


**Citizens Advisory Commission (CAC)**

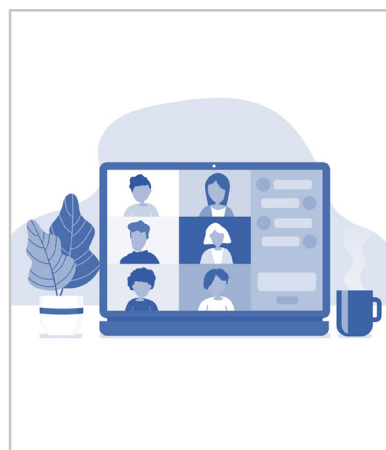


“The CAC has been a great example of what can be accomplished when a diverse group of parents and district leaders come together, consider relevant data, and apply their collective wisdom to a specific issue. Our first CAC topic was middle school start times, a contentious issue. During our seven month series of meetings, we conducted surveys, focus groups, analyzed data, and heard expert opinions. The CAC discussed, debated at times, and ultimately reached a consensus recommendation for the BOE. More importantly, the group achieved a common sense of purpose in an atmosphere of diversity, inclusion, and respect.”

**Jen Schaeffer, President of CAC**



**Interactive surveys**



**Focus groups & virtual focus group**



**Interactive Town Hall meetings**

# Citizen Advisory Commission

The inaugural task of the CAC was to consider a change in the start time for West Clermont Middle School. Meetings were held once a month from October 2021 through April 2022. CAC members considered primary and secondary research and were empowered to request additional feedback and information that would inform their recommendation to the BOE.

The opportunity to watch a diverse group of district stakeholders collaborate and apply their collective wisdom to a real challenge facing the district was encouraging. CAC members developed stronger relationships with each other and the district. As important, they became a tangible example of how community engagement can inform district decisions.



## ThoughtExchange



Participants share answers to open-ended questions



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



Everyone discovers what is important to the group

### ThoughtExchange

We are regularly capturing stakeholder thoughts and ideas, collaboratively rating them, and acting upon those that rise to the top.



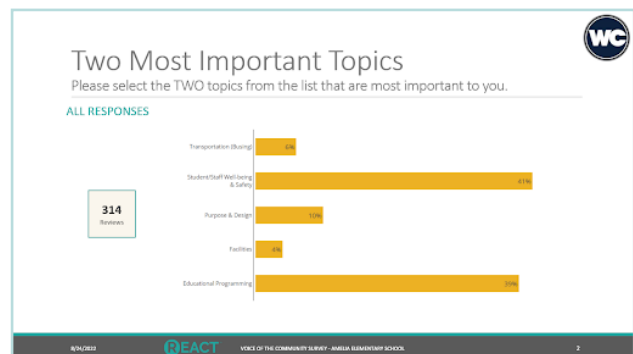
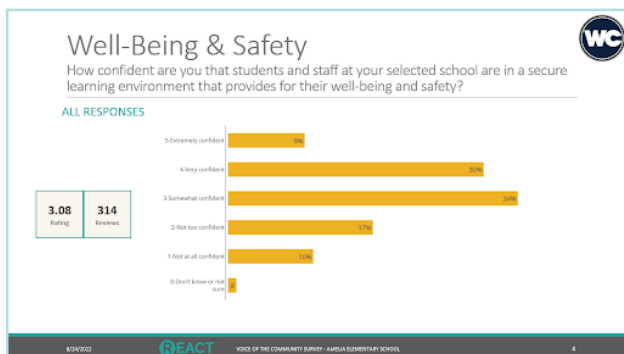
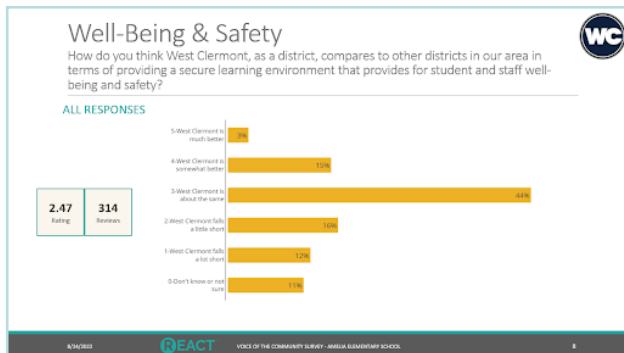
## Coffee with Natasha

The survey also featured “Coffee with Natasha” questions where participants could ask the superintendent any question or raise concerns about each of the five issues. These narrative responses were filtered through a sentiment analysis engine to help us characterize underlying sentiments in their comments.



# REACT Survey

Prior to our first Interactive Town Hall meeting, we launched a REACT Survey to introduce the top five challenges highlighted on page 8 of this report. Our goal was to assess community awareness and sentiments for each issue. While all five issues were deemed important, the survey results clearly indicated that Well-Being & Safety and Educational Programming were the two most important for stakeholders.



**West Clermont**

Projects / Create Report / Education

#### CLUSTERS

STUDENT AND STAFF WELL-BEING & SAFETY

If you and I were meeting for a few minutes in your living room, what personal observations would you share with me on the topic of Student and Staff Well-Being and Safety?

Showing 0/1 of 1/1

I notice (but don't stress too much about) unlocked and/or propped open perimeter doors. We need to have all staff members' badges open every district door. Then they all need to be locked all the time they're unmonitored. In addition, though I'm not a gun person myself, I have no reservations about shifting to having trained, certified, 'anonymous', conceal carry staff in all our buildings, and the public be made seriously aware that these are NOT 'gun free zones' that any threat to our kids or staff may be met by lethal force. 'Sai' that we have to live in a world like that, but makes go to schools... because they presently have the opportunity to control the moment of their demise.

**Jeff Alexander** | Teacher (Clermont) | West Clermont HS | 4/24/21

Are there plans for expanded school resource office function / presence? This is vital to students and parents for an increased sense of safety and community.

**Joe Ruchel** | Parent (Coughlin Elementary) | 4/11/21

This is such a hot topic and so very broad. My concerns would be focused at this time on staff morale. The atmosphere in the building feels so rigid and uncompromising. I don't expect a clown in the hallways, I just wish it didn't feel like every day is a cloudy one.

#### SENTIMENTS

| Sentiment | Percentage |
|-----------|------------|
| Positive  | 64.97%     |
| Neutral   | 14.21%     |
| Negative  | 20.39%     |


#### KEYWORDS

Keywords:  Metal Detector

# Interactive Town Hall Meetings

SPRING 2022

We convened three Town Hall meetings in the Spring of 2022, one at Holly Hill Elementary, one at Willowville Elementary, and one at WCHS to capture our student voices. Over 150 people attended, including 25 students. Participants were divided into small groups, about eight people at each table, and were asked to consider two of the top five challenges highlighted in this report.

 **Current Reality Cards**

- Do any of the data or information on these cards surprise you?
- Which of these current realities are challenges and which are opportunities?
- Looking at all of the cards, if you could summarize this in one or two sentences, what would it be?

## A collaborative process of reflection and ideation

Attendees were presented with Current Reality cards for each issue that highlighted facts and conditions West Clermont leaders must deal with in charting a direction forward.

**Current Realities - Facilities**

**Projected Enrollment**

Over the next 5 years, K-12 enrollment is predicted to increase from 8,285 to 9,427

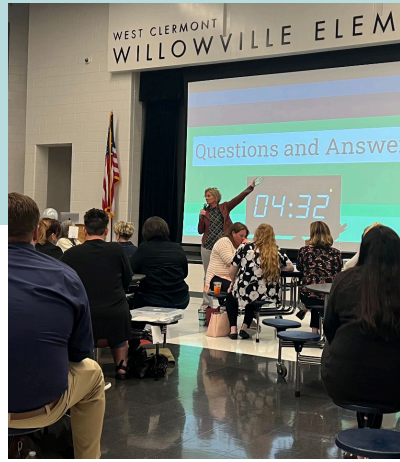
|                        |     |
|------------------------|-----|
| Elementary increase    | 720 |
| Middle School increase | 190 |
| High School increase   | 232 |

**Current Realities - Facilities**

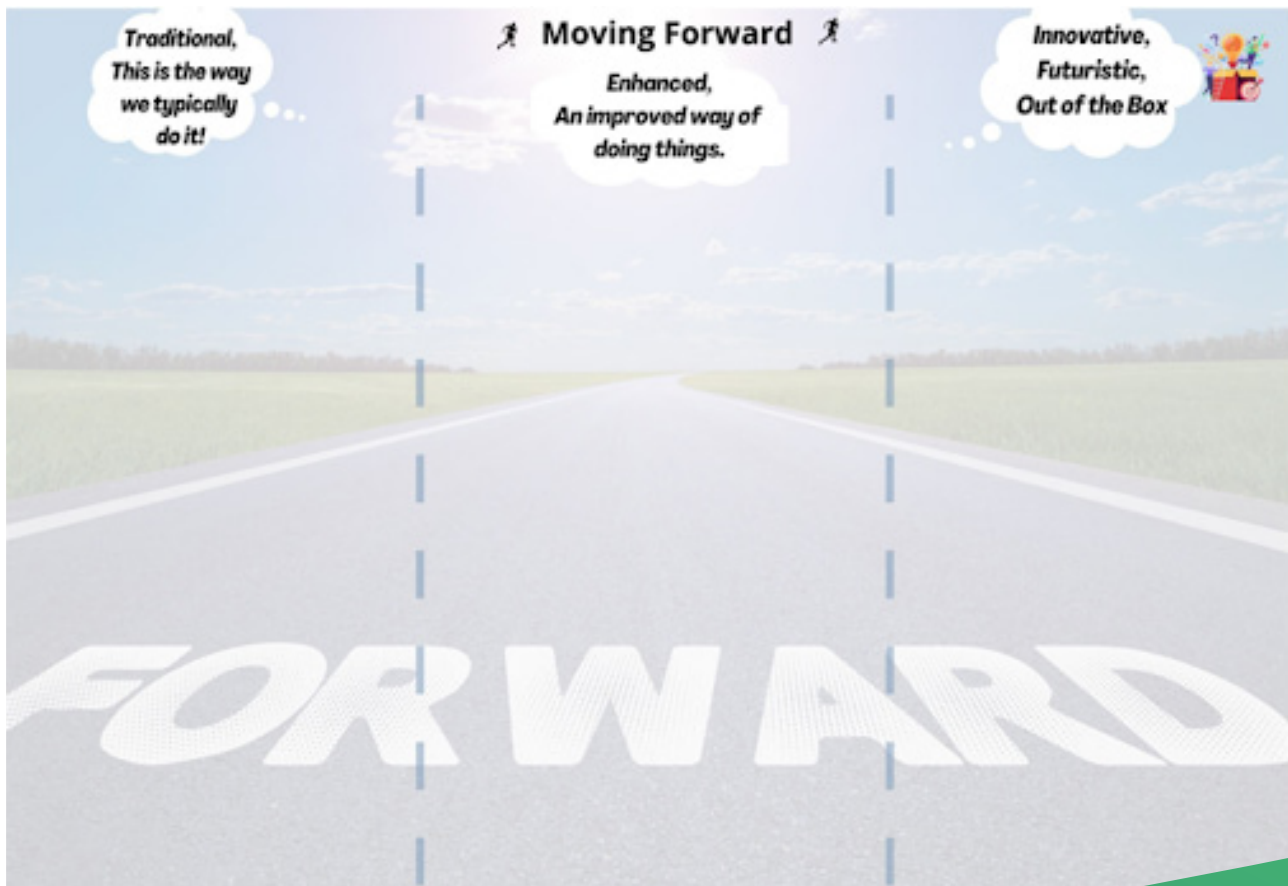
**Capacity and Enrollment**

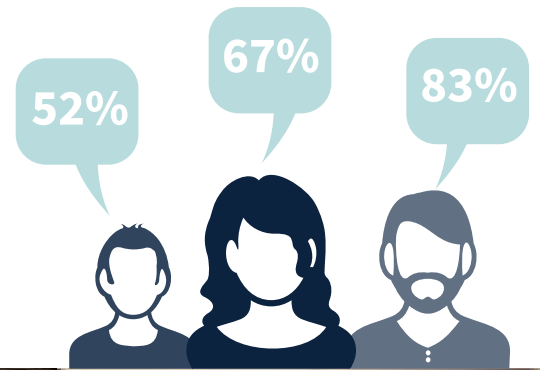
Regular education student capacity (not including special education), per the Ohio Facility Construction Commission (OFCC) regulations is an average of 25 students per regular education classroom. Total district capacity for regular education in current school facilities is 8,900.

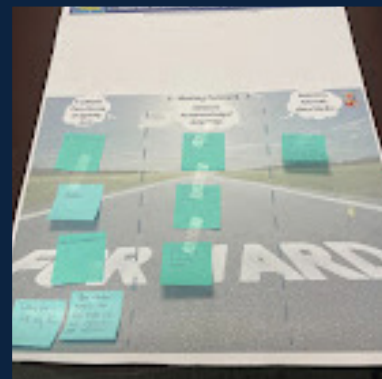
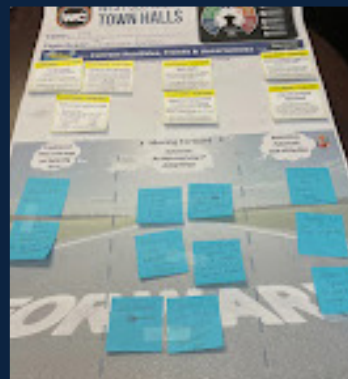
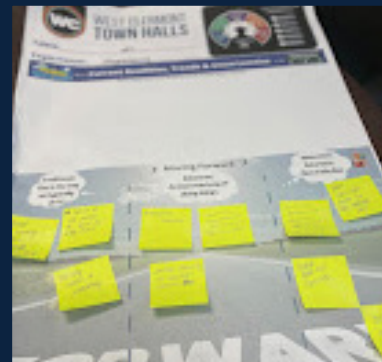
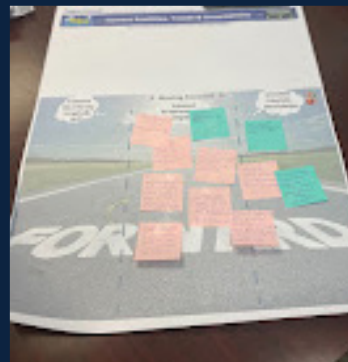
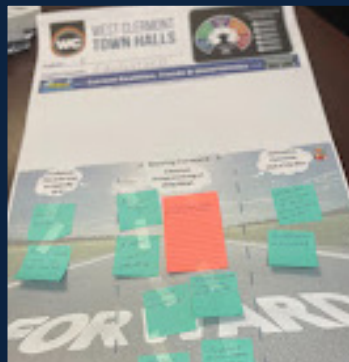
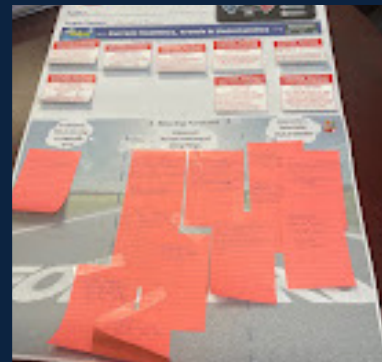
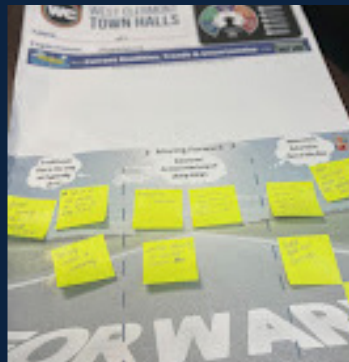
|                    |       |
|--------------------|-------|
| Elementary Schools | 4,500 |
| Middle School      | 1,900 |
| High School        | 2,500 |



After discussing the data on the cards, groups were asked to ideate possible solutions using a tabletop exercise where they categorized their solutions as Traditional, Enhanced, or Innovative. At the end of the evening, all of the tabletop mats were gathered and the data transcribed for further analysis by the district.

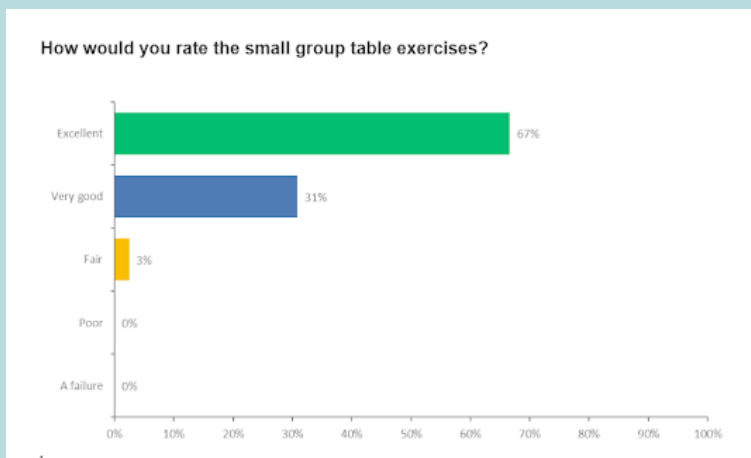




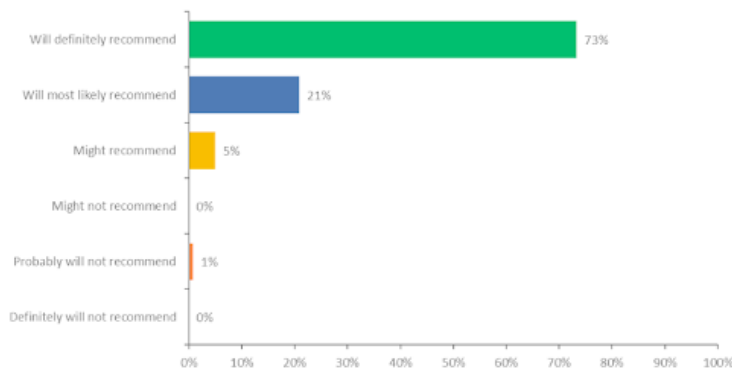


# EXIT SURVEY RESULTS

Town Hall participants were surveyed as they left each meeting. Those survey results testify to the efficacy of future community engagement with Town halls as the vehicle.



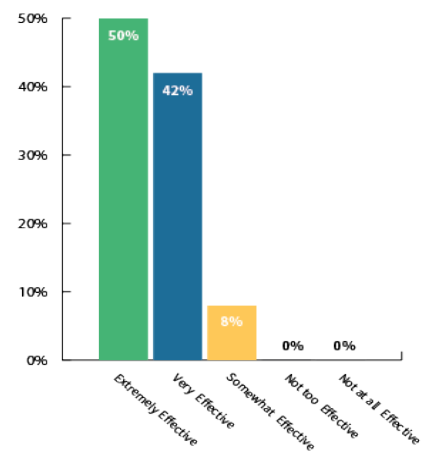
Based on your experience tonight, how likely are you to recommend these types of Town Hall events to other West Clermont Local School District stakeholders?



If a smaller group event such as a focus group were held at a time that is convenient for you, would you be interested in participating? (These events would be approximately 90 minutes long.)

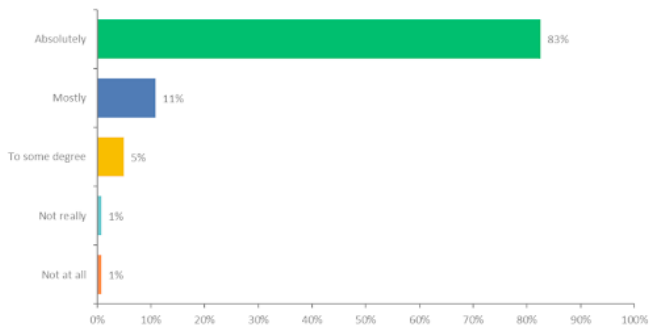


Was the format of the Town Hall meeting an effective way to involve school district stakeholders (parents, staff, community members) in considering important issues regarding the district's future?

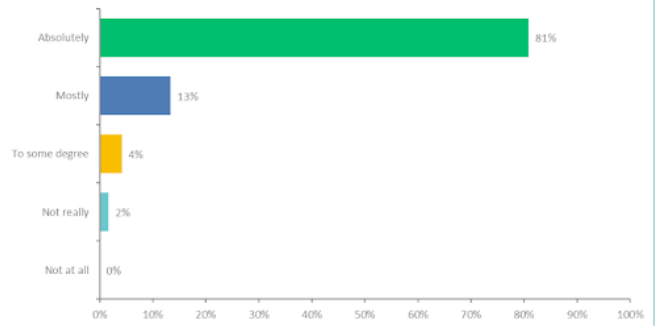




Overall, was the Town Hall event worth your time?



Did you feel you had an opportunity to share your perspective and opinions tonight?





# KEY TAKEAWAYS

## What Did We Learn?

### Lesson 1

We have developed a community engagement strategy that is aligned with the aspirational vision of the BOE.

### Lesson 2

The number of stakeholders we have engaged produces statistically significant results that can be used to inform district business decisions and planning for the future, although we must continue to increase the number and diversity of those engaged.

### Lesson 3

Our process of community engagement produces abundant data. That data is only as useful as our ability and willingness to use it, and we must train and facilitate the use of this data by district leaders.

### Lesson 4

People in our district appreciate the opportunity to be engaged, and even though not everyone will become engaged in the process, it is generally recognized that everyone has an equal opportunity to do so.

### Lesson 5

Future district decisions will benefit from the collective wisdom of our stakeholders.





Town Hall attendees were asked to write one word that described their experience as a participant.



# 05



## THE ROAD AHEAD

Through December 2022

**“Obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it, or work around it.”**

Michael Jordan, NBA Legend



# IMPACT TEAMS



The district will utilize Impact Teams that will use the data gathered from our Spring 2022 engagement activities to develop solutions for the Board of Education to consider. Impact teams will also be trained to gather new data and employ proven community engagement techniques and technologies where appropriate. These teams will strategically share their insights and data with other teams to ensure that important information flows among the teams.

## A Closer Look at the Impact Teams

### DISTRICT LEADERSHIP TEAM (DLT)

**Purpose:** School District Purpose and Design & Educational Programming

**Key Focus:** *How can we best design learning opportunities and educational programming that serves the needs of modern learners?*

### INSURANCE TEAM & RETENTION TEAM

**Purpose:** Staff Wellness

**Key Focus:** *How can we create a safe, supportive, collaborative learning environment that attracts and retains staff?*

### WHOLE CHILD NETWORK TEAM

**Purpose:** Student Wellness

**Key Focus:** *How can we create a safe, supportive, collaborative learning environment that attracts and retains students?*

### SAFETY & SECURITY TEAM, CYBER SAFETY TEAM, AND CITIZENS ADVISORY COMMISSION

**Purpose:** Safety

**Key Focus:** *How can we create a safe, supportive, collaborative learning environment that attracts and retains students and staff?*

### DISTRICT CABINET TEAM

**Purpose:** Transportation and Facilities

**Key Focus:** *How can we best meet the transportation needs of our students? How can we best provide equitable and adequate facilities for all our students?*

## Engagement Activities and Events

We will continue to conduct activities and events similar to what we have done earlier in 2022. We will also be adding other activities. Everything that we do will have a community engagement focus, be aligned with the aspirational vision of the board, and be designed to inform key decisions about the district's future and what is best for West Clermont students.



# A Closer Look at Fall 2022 Activities and Events



## DETAILS OF OUR CALENDAR

### 01 FOCUS GROUPS

**Purpose & Function:**  
Virtual and/or face-to-face follow-up sessions from Town Hall events or REACT Reviews as needed to learn more about a topic or dig deeper into community sentiment. Multiple facilitators from within the district will be trained to expand our capabilities in this area.

### 02 TOWN HALL MEETINGS

**Purpose & Function:**  
Interactive community-wide events designed to share district information and collect student, staff, family, and community perceptions and input on district decisions.

**September 22, 2022**  
7 p.m. WCHS

**October 20, 2022**  
7 p.m. Withamsville-Tobasco Elementary

**November 10, 2022**  
7 p.m. Merwin Elementary

**February 22, 2023**  
7 p.m. West Clermont Middle School





## Continuation of Citizens Advisory Commission

**Purpose & Function:**  
Safety & Wellbeing

**Goals:**  
This team will make recommendations to the Board regarding physical safety and security.

### Meeting Schedule

August 31  
September 21  
October 19  
November 9  
December 7

## Student Journey Map

Town Hall events will shift focus to the second semester beginning December 8. We will map the journey of the student experience from pre-K to post graduation and ask the question, what will it take to achieve West Clermont Portrait of a Graduate Success for every student?

## School Tours

**Purpose & Function:**  
Analyze equity and adequacy of facilities across the district.

**Goals:**  
Give community opportunities to see the progress of our master facilities plan and identify additional needs of the preschool program, special education spaces, Holly Hill Elementary, Merwin Elementary, and West Clermont Middle School.

### Building Tour Schedule:

Coming Late Fall 2022

## Other Research

We will deploy other primary and secondary research methods as needed.

# The Road Ahead

## BIG-PICTURE PHASES

Listening  
& Learning



Explore & Envision  
the Future



Review  
& Share



Plan  
& Adopt



### OCTOBER

Board of Education Consider  
Middle School Start Time Change

20 - Town Hall @  
Withamsville-Tobasco Elementary

### AUGUST

31 - Citizens Advisory Commission  
began Safety & Security Research  
Project



**WEST CLERMONT**  
SCHOOL DISTRICT

# Fall 2022

## NOVEMBER

- 10 - Town Hall @ Merwin Elementary
- 17 - 5 Year Financial Forecast & Enrollment Update
- Begin Building Tours
- WC Roadmap Report Volume 2 Release

## FEBRUARY 2023

- Begin Phase II of Town Halls "Journey of a Student" @ WCMS

## SEPTEMBER

- WC Roadmap Report Volume 1 Release
- 22 - Town Hall @WCHS
- District Impact Team Process Begins (5 buckets/challenges)

Safe, Supportive,  
Collaborative Culture

Student-Centered  
Instructional Framework

Portrait of a  
Leader and Educator

Whole Child Network

WCYourFuture  
Career Education

**OUR STUDENTS ARE PREPARED TO...**

- ✓ create the lives they desire
- ✓ turn ideas into action
- ✓ be courageous in the face of challenge
- ✓ pursue personal happiness and joy
- ✓ do what is right even when no one is watching

The West Clermont Roadmap Report is a quarterly publication for school community members and stakeholders. The report provides an overview of our journey as district—where we are, where we have been, and where we are going. Central to these reports is our Portrait of a Graduate, our North Star that guides all decisions about the future of West Clermont.

We invite you to learn more about our journey and to get involved as we move forward.



<https://www.westcler.org/our-story/roadmap-reports>

