

WEST CLERMONT

ROADMAP REPORT

Our Destination, The Journey So Far, The Road Ahead

FALL 2023



SAFETY & WELLBEING



MODERN LEARNING DESIGN



STUDENT PATHWAYS



PORTRAIT OF A GRADUATE

FOCUS OF THIS VOLUME:



What You Have Told Us
What We Are Doing Now
What We Can Aspire to Do

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WEST CLERMONT ROADMAP REPORT

Our Destination, The Journey So Far, The Road Ahead

Volume No. 4 Fall 2023

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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1

WELCOME TO YOUR ROADMAP REPORT

VOLUME 4



Readers of the West Clermont Roadmap Report (hard to believe this is Volume 4) are familiar with my ongoing emphasis on methodically engaging our stakeholders in discussion, data collection, research, and exploration around the challenges facing our district. I am so proud that this “call to action” has been answered by many parents, staff, and community partners. The feedback we have collected and carefully analyzed is already leading to incremental changes and small victories that are helping us achieve our **Portrait of a Graduate** vision, something readers of this report have heard a lot about in previous Roadmap Reports.

Important outcomes of these community engagement efforts include:

- 1. We have a better understanding** of the current realities facing our district.
- 2. We have collectively explored and acknowledged** the shifts taking place in our society as a whole as well as national and international factors that are affecting us on a local level.
- 3. We have deeper insights** into the efficacy and impact of current programs and services offered in our schools.
- 4. We have greater clarity**—and a sense of urgency—around the programs, services, and facilities that need to be enhanced, improved, or created to achieve the transformational change that West Clermont kids deserve.
- 5. We can proudly proclaim** that our engagement process has been transparent, inclusive, and democratic. Every stakeholder in our district has had multiple opportunities and varied means to share their insights, observations, and experiences with district leadership ... and one another.

These outcomes would have been difficult to achieve without stakeholder engagement, and I want to thank those parents, teachers, staff, and community partners who made an effort to get involved.

— Natasha Adams

WHAT IS DIFFERENT ABOUT THIS ROADMAP REPORT?

Volume 4 of the RoadMap Report is devoted to giving you a dose of quantitative and qualitative data from surveys, focus groups, and town hall meetings held last Spring. This feedback has been combined with information on what we are currently doing (or can do) to address the challenges you have shared or sustained throughout our engagement process to this point in time. Not surprisingly, there are some things we cannot do at this time, but can aspire to achieve—think of it as a shared vision of where West Clermont can go if we work together.

The data we have collected and are presenting in Volume 4 focus on these areas:

- Student Safety, Wellbeing, and Engagement
- Modern Student-centered Learning Design
- Student Pathways and Performance
- Portrait of a Graduate

For each of these areas, we are presenting this information in a relatively simple structure that highlights:

- What have you told us? (These are the results and our interpretation of the results of stakeholder surveys, focus groups, and town hall meetings.)
- What can we do (or are we doing) now? (Some of the solutions are incremental, reasonable changes that can be implemented in the short term.)
- What are those things we cannot do now but aspire to achieve up the road?

This has been a transparent, inclusive, and democratic engagement process. All West Clermont stakeholders have had multiple opportunities to get involved and make their voices count. At this point in time, it is important to me that you know the things we have learned from you through this process. In this report, you will also learn more about some of the things that are already underway, as well those things that we must consider and prioritize for the future.

IS IT TOO LATE TO GET INVOLVED OR LEVEL-UP YOUR ENGAGEMENT IN THIS PROCESS?

No, it is not too late. In fact, some of the upcoming engagement activities will be critical to our decision-making and prioritization process. Notably, we will be doing a Facilities & Transportation REACT Review this Fall. School facilities play a critical role that is connected to—even interwoven into—Student Safety, Wellbeing, and Engagement; Modern Student-Centered Learning Design; and Student Pathways and Performance.

The 2023/24 school year may be the most important time to get involved, level up, and encourage your friends, neighbors, and colleagues to make their voices count in a new culture of stakeholder engagement at West Clermont.

I look forward to serving you and working with you as we make West Clermont the best it can be for the kids and staff of West Clermont. Their future is in our hands.





02

Make Your Voice Count ... It Matters

A group is smarter than any one of its members. We all bring different expertise, lived experiences, and insights to the table. Your active engagement in these activities gives district leaders the opportunity to listen, probe, and reflect upon the collective feedback and sentiments of stakeholders. It is your right as a stakeholder in this district to get involved, to tell district leaders what you think and why.

It is never too late to make your voice count. The back cover of this report highlights some of the community engagement events and activities that we have scheduled for this Fall. Please, join us. Get involved. Encourage your neighbors, colleagues, and community organizations to get involved. It matters.

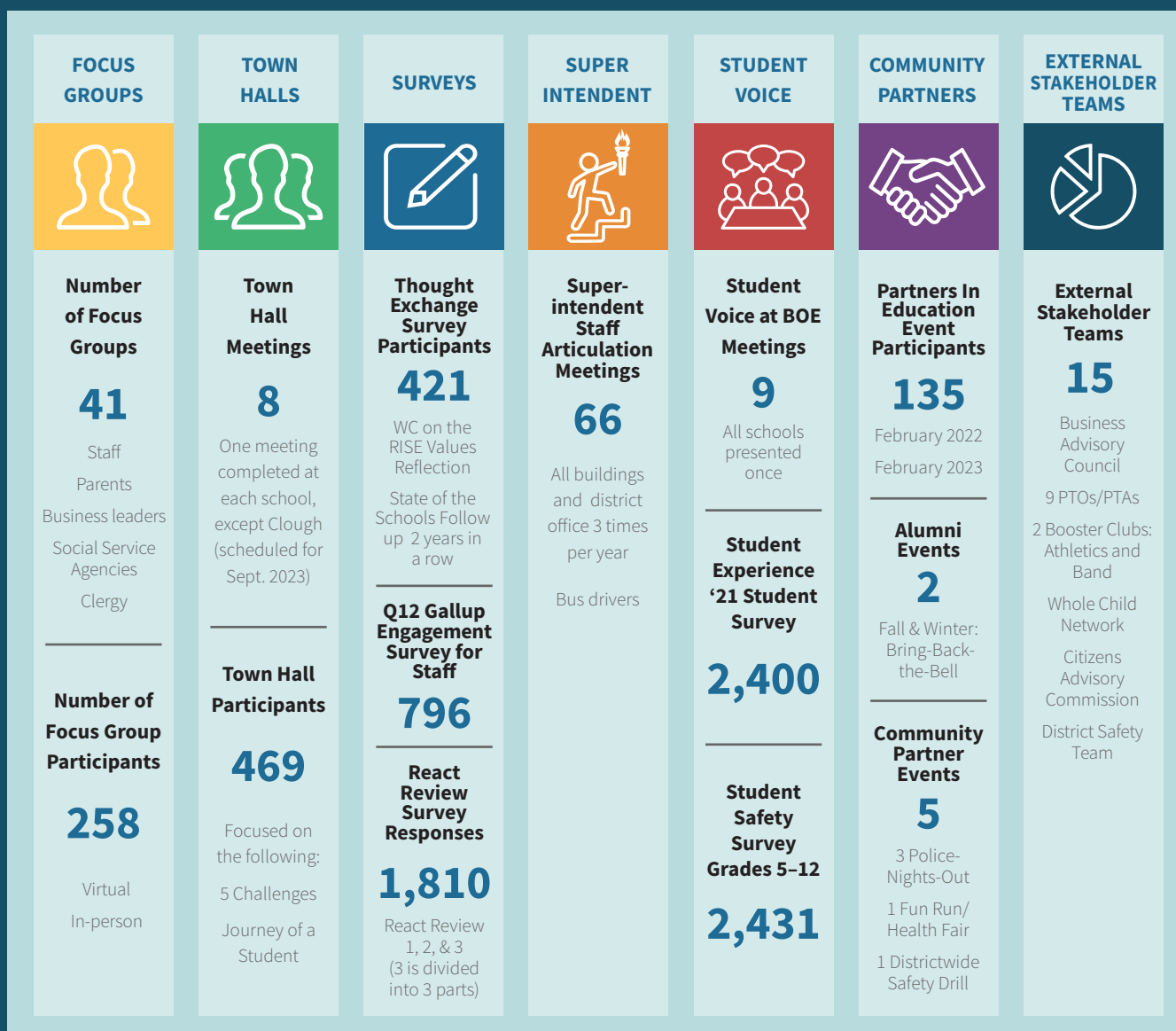


DEVELOPING A CULTURE OF COMMUNITY ENGAGEMENT

We are off to a good start, but we have a long way to go. The chart to the right highlights WC community engagement by the numbers through the end of the last school year. While the data, feedback, and overall process of these engagements are unprecedented for most school districts, stakeholder engagement has not yet become a cultural norm for us, and it needs to be. Our kids are a precious yet vulnerable asset, and they need all of us to be actively engaged in their future.



Community Engagement by the Numbers

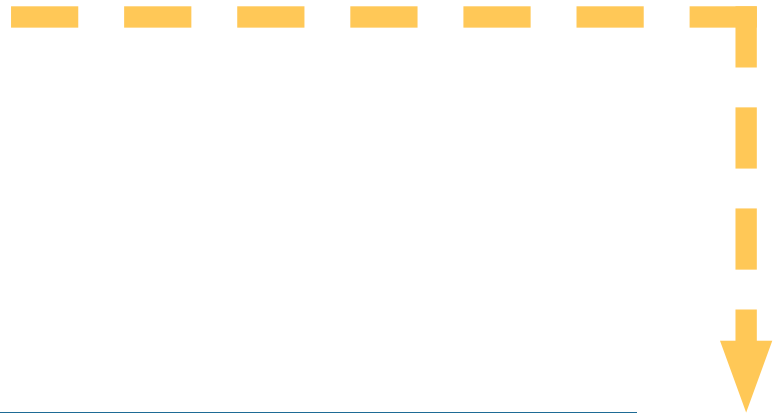


The key purpose in our stakeholder engagement to date has been to understand what is serving our students and staff well, what needs to be improved or abandoned, and to discover together how we might unveil new and better ways to create a more meaningful student experience in the midst of unprecedented challenges.

Going forward as a district, we are taking a systematic approach, looking at how these challenges intersect and impact one another. We know that to be successful, we need to break “new ground” instead of retreading well-worn paths. We must focus on what kids today need, the pillars of a modern school system:

1. Student-centered learning model
2. Educator workforce model
3. Learning environment model
4. Partnerships model.

03



OUR CURRENT REALITIES AS WE BEGIN A NEW SCHOOL YEAR



A New School Year Is Here

West Clermont is buzzing with excitement as we begin the 2023–24 school year. The sights and sounds of a new school year are everywhere ... drumlines, cheerleaders, the clashing of shoulder pads, fresh-cut grass, and teachers pushing carts of school supplies into the buildings. The senior class of 2024 is proud to say they are the first class to have started as wolves in the 6th grade and will finish as wolves in the united West Clermont. The excitement is real, yet so is the uncertainty and anxiety as we return to challenges the district faces in this new era of post pandemic education, academic gaps, and mental health needs.

Federal Funds Expiring

The 2023–24 school year is the final year of the federal relief funds in the **Onward and Upward Investment Plan**.



Enrollment and Space

West Clermont is continuing to experience an increase in student enrollment (PK-12). Let's take a closer look:

- As of August 1, 2023 we were expecting 247 more students attending at the start of the 23–24 school year than those who were in attendance at the end of the 22–23 school year.
- Our expected enrollment is within 0.3% of our predicted enrollment for the 23–24 school year (Source: PowerSchool Predictive Enrollment Analytics 2-10-23).
- Increased enrollment, along with the need for multipurpose space to serve diverse learner populations, small group learning, and course-specific environments, are continuing to cause a strain on our current facilities.
- All of our elementary schools are near or have exceeded available general education classroom spaces. This causes support staff and/or discovery classes to be displaced from a classroom, reducing their ability to provide optimal support and lessons for our students. Adding modular units at Merwin elementary, honoring internal building-to-building transfer requests, and increasing class sizes across the district have aided in temporarily mitigating some of our facility challenges.
- Facilities are essential to meet the space and enrollment needs of our district, but there are also four other connected factors to consider:

Modern Student-Centered Instructional Design
Modern Learning Environment Design
Modern Workforce Design
Modern Family and Community Partnerships

More than just “factors” in an equation, these are key components in our vision of the future, and their impact on facilities must be part of the conversation.



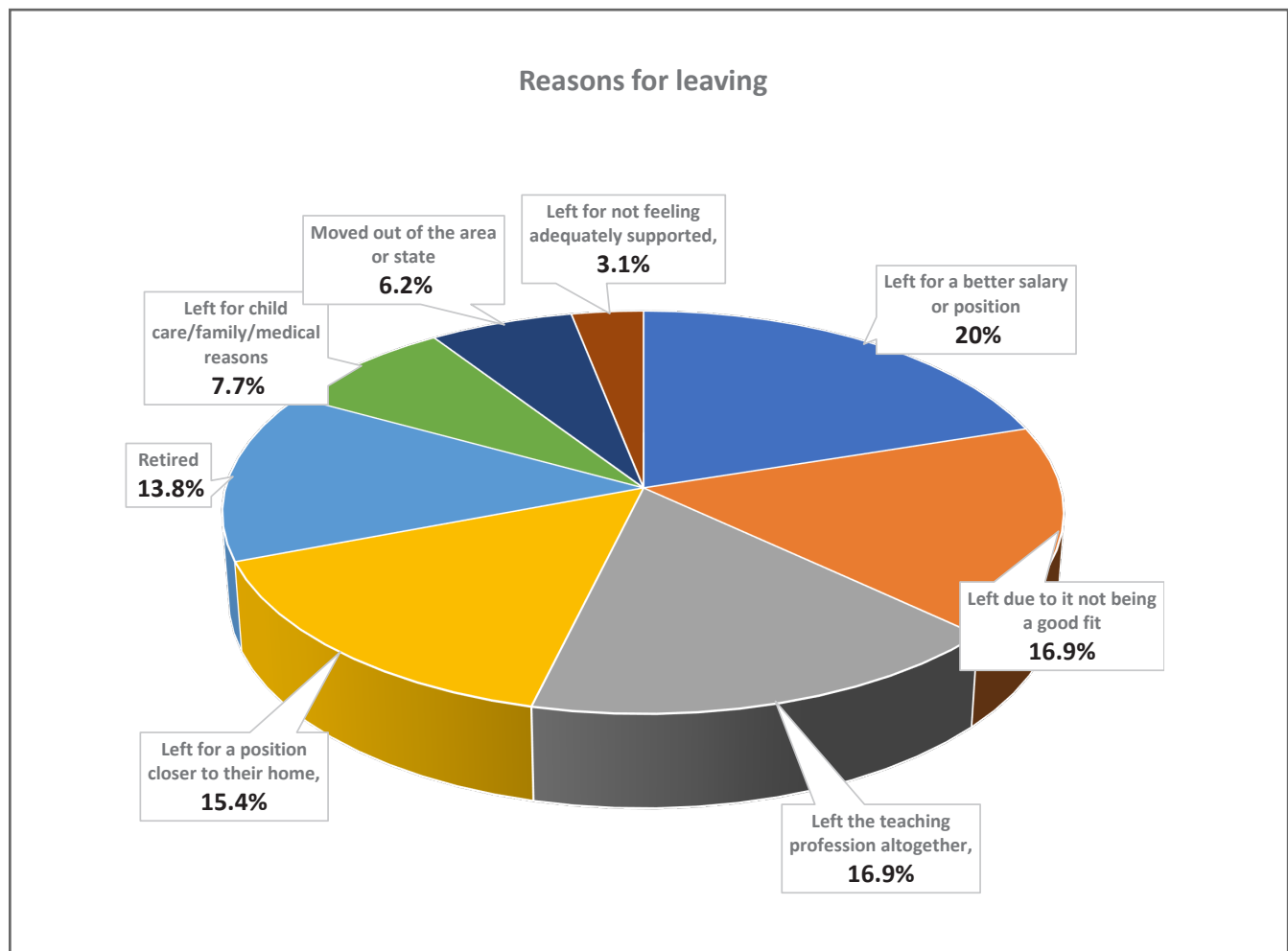
Staff Shortages

According to a *US News & World Report* article last year (September 27, 2022), more than half of public schools were understaffed at the start of the school year.

- 69 percent reported that the primary challenge was too few teacher candidates applying for open positions.
- 63% of public schools also reported too few candidates applying for non teaching staff vacancies.
- At the end of the 2022–2023 school year, West Clermont experienced a 12 percent turnover rate in our teaching staff.

The second-order consequences of this shortage include significant competition for available talent, which in turn means West Clermont needs to make recruitment and retention an ongoing priority.

Of those 12 percent leaving the district:



We are actively recruiting to fill the remaining open positions, including partnering with our local Educational Service Center to fill some of these vacancies.

04



STAKEHOLDERS IN ACTION

If you live, work, or learn within the West Clermont district boundaries, you are a stakeholder, and you are welcome to get involved. There is a growing group of stakeholders that have participated in events, activities, and the overall engagement process itself. We realize that for many stakeholders, the demands of family and career make it difficult to participate. To whatever degree you are able to participate, your voice counts.

As we look ahead to the 2023/24 school year, I would like to highlight some of the stakeholder groups, events, and activities we have planned. You can see a list of these events and activities on the back cover of this report. My goal is to give you a better feel for what stakeholders do and how this ultimately impacts the lives of the kids we all care about.





THE CITIZEN ADVISORY COMMISSION (aka the CAC)

They meet once a month to focus on a specific challenge or issue assigned by the Board of Education. Their job is to hear from experts, review research data, and participate in candid conversation that ultimately becomes a published report containing their recommendations to the board. Each year, the CAC focuses on a different topic. The first CAC topic was Middle School Start Times and the impact a change could have on students, staff, and families. Last year's CAC focused on Student and Staff Security and Safety.

For 2023/24 the CAC's mission will be to explore the "Current State" and envision the "Future State" of the district by defining the complex design challenge/problem, guiding principles and core design features, and success metrics of the following:

- (1) Modern Student-Centered Instructional Design
- (2) Modern Learning Environment Design
- (3) Modern Workforce Design
- (4) Modern Family and Community Partnerships

The CAC will use the information and research supported by educational experts and district IMPACT teams to guide the district's future strategic plan and master facilities plan to ensure increased student performance, staff retention and professional growth, maximize our resources, and provide a clear return on investment. The report could be ready as early as May 2024.



WEST CLERMONT CITIZENS ADVISORY COMMISSION MEMBERSHIP ROSTER



NAME	TERM EXPIRATION
Suzanna Bachman, Chairperson	2025
Tricia Moore, Vice Chairperson	2025
Heidi Payot, Secretary	2025
John Keuffer	2024
Brenda Knorr	2024
Tracy Lotz	2024
Brandi Calton	2024
Jason Myers	2024
Craig Dobson	2024
Clara Matonhodze Strobe	2024
Ashley McCarthy	2025
Jessica Crenshaw	2025
Jami Ballenger	2025
Tammy Marcotte	2025



TOWN HALL MEETINGS

These are highly collaborative, interactive meetings where stakeholders come together to address our top challenges and ideate solutions, consider consequences of actions (or non-actions), and provide each other with relevant observations and personal experiences. Town Halls are generally held at one of our local schools on a weekday evening to accommodate up to 150+ people that have signed up to participate. You can see a list of Fall Town Hall meetings on the back cover of this report. Participation is open to all West Clermont stakeholders, including students. So if you live, work, or learn within the district boundaries, please consider this an invitation to attend.



FOCUS GROUPS



We have held over 40 in-person and virtual focus groups in the past year. Typically held at a school or online using Zoom, these sessions are professionally moderated and follow a specific Discussion Guide that focuses on one or more of our challenges.

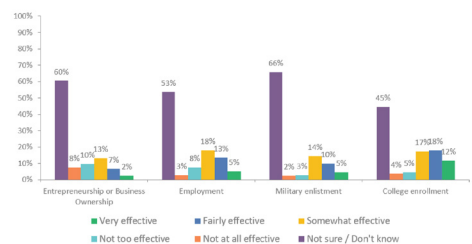
This Fall, we will be conducting 44 student focus groups with 5th–12th graders (with parental permission to participate). Beginning in January 2024, we will conduct another series of focus groups with parents, staff, and community partners.



REACT SURVEYS

If you have participated in one of the REACT surveys we have conducted so far, you will know that these are 12–15 minute surveys that go right to the core of a particular issue or challenge. Your feedback has been extremely valuable. Perhaps the best thing about our REACT surveys is that they can be completed at your convenience.

How effective is West Clermont at preparing students for the areas/futures listed below:



PTO&B

PTO/PTA/PTSO AND BOOSTER ORGANIZATIONS

These time-honored and active organizations have always benefited from the participation and energy of members. Beginning this school year, we hope to more fully integrate the perspectives of PTO/A and Booster members into our overall stakeholder engagement process. If you would like to participate in a PTO/A or a Booster organization, contact your child's school to learn more about ways to get involved.



WCEF

WEST CLERMONT EDUCATION FOUNDATION



The West Clermont Education Foundation (WCEF) was launched in the Fall of 2013 and is an independent 501(c) (3) nonprofit organization. The board members are comprised of area residents and local business leaders who want to see the West Clermont School District thrive. The Foundation is focused solely on raising funds to support growing academic achievement and educational opportunities in West Clermont—including classroom grants for West Clermont teachers.

BAC

BUSINESS ADVISORY COUNCIL

The Business Advisory Council (BAC) is composed of representatives from large and small area businesses, universities, trades, and government agencies. This group advises us on changes in the economy, the job market, and areas where future jobs will most likely be available. They advocate for employment skills and the development of curriculum to teach these skills. Most importantly, they strive to develop a working relationship with West Clermont educators





WHOLE LEARNER NETWORK



West Clermont has been working diligently to strengthen its wraparound services to eliminate barriers to learning and fully transform our schools and communities so that students are at the center. The heart of our work is ensuring every child is healthy, safe, engaged, supported, and challenged. The **Whole Learner Network** focuses on whole child support services and health care to reduce disparities and develop healthy, balanced, well-educated children. Our program is associated with Ohio’s Whole-Child Framework, a diverse network of educators, school staff, organizations, and families that support children from early childhood to grade 12 and represent Ohio’s diverse communities. We will continue to refine our definition of student success and partner with our families and community to make progress. As always, our goal is to set all students up for success so they can effectively engage in learning and have hope for their future with a plan for post graduation.

Through this work, we expect improved student attendance, increased student engagement, and higher academic performance.



REAL ESTATE PROFESSIONALS

As a group, the realtors working within the West Clermont boundaries have a valuable perspective on families moving into the area. They also rely on information from the district to promote West Clermont as a district on the rise. Organized events for real estate professionals give district administrators the opportunity to exchange information and insights. Future events for realtors will be publicized by the school district and invitations sent to those on our email list.



05



A CLOSER LOOK AT OUR 2023-24 PRIORITIES



Classroom Focus



- Implementation of our PK-12 instructional framework called Portrait into Practice, which is a framework to enhance teacher collaboration and planning of student-centered learning experiences aligned to Portrait of a Graduate outcomes.
- Implementation of our West Clermont Ways of Working with an emphasis on school safety, wellbeing, operational excellence, and collaboration.

Stakeholder Engagement Focus



- Elevate student voice through surveys (including a comprehensive School Safety and Wellbeing Survey), focus groups, student town halls, and shadow-a-student experiences.
- Elevate staff voice by increasing the impact of the buildings leadership teams, teacher team collaboration and alignment, surveys, town halls, and various stakeholder teams, including:
 - CAC
 - English Language Arts Course of Study
 - Safety
 - Whole Learner Network
 - Human Capital, including retention and recruitment
- Elevate parent and community voice through REACT surveys, winter/spring focus groups, town hall meetings, opportunities for volunteering, and so on.
- School district building tours throughout the year before on-site monthly Board of Education meetings. Here is a link to building tour and BOE meeting schedules: <https://go.boarddocs.com/oh/wcasdoh/Board.nsf/Public>

06

Survey Results



SAFETY, SECURITY, WELLBEING, AND ENGAGEMENT

The Spring 2023 CAC Report to the Board of Education showed that our school district, overall, provides a safe and secure environment for students and staff. However, there are a number of related challenges that we must consider, including student and staff wellbeing and engagement, when thinking about this challenge.

In our first REACT Survey in May, we wanted to look more closely at issues that impact safety, security, wellbeing, and engagement. We wanted to know how our stakeholders, especially parents, caregivers, and staff, felt about these specific challenges and issues that impact our district:



- Safety and Security
- Behavior and Mental Health
- Student Attendance
- School Counselors
- Social Services

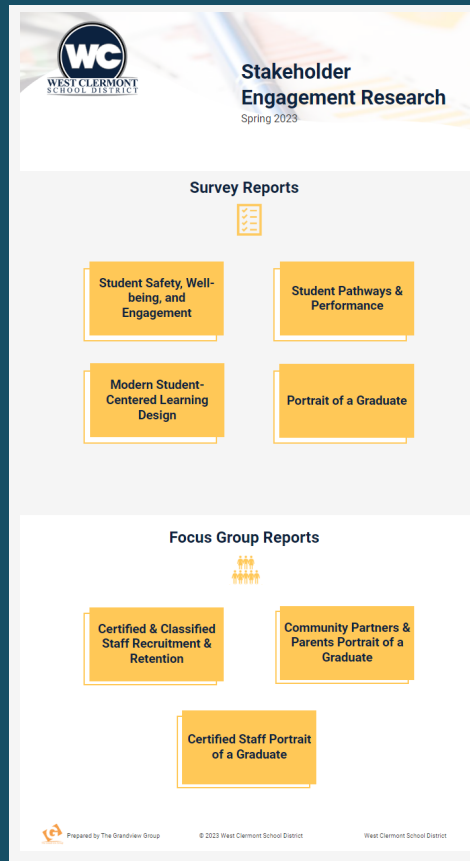
Overall, the results indicated that parents are less familiar than faculty with the issues related to safety, security, wellbeing, and engagement. While not surprising, it did underscore the need for our district to invite more parents and caregivers into an ongoing dialogue around this issue. Parents are not in our schools every day. They hear and experience things from a different perspective than students and staff.

Survey Administration Data

For the three REACT Surveys administered in May, we divided our database of stakeholder email addresses into thirds and sent a survey link to each segment of the list.

The link for the Safety, Security, Wellbeing, and Engagement survey was sent to 3,278 email addresses from the WC database. 723 people (22%) that received the link started the survey, and 508 (15%) completed the survey. The average completion time was 13 minutes and 34 seconds.

This survey was structured to determine how survey participants were with the general category of challenges/issues addressed in the survey before presenting specific questions about each issue. Please note that the selected survey results presented in this RoadMap Report do not include all of the questions from the survey. For those wanting more details than those presented here, all of the survey results, as well as filtered responses by stakeholder segment, can be accessed via the QR Code.





Surgeon General's Mental Health Warning

In December 2021, Surgeon General Vivek Murthy put a spotlight on the mental health challenges of young people and families. In his rare warning, he reported that the US was seeing “devastating effects” among young people enveloped in a “crisis of loneliness and isolation.” Murthy pointed out that our kids “are surrounded by an information environment that is coming at them 24/7 and that often stokes anxiety and fear.” His statement came as the suicide rate among 10 to 19 years old skyrocketed 40 percent in the last 20 years and visits to the ER for self-harm rose by 88 percent.



West Clermont is not immune to this national trend, and, not surprisingly, our stakeholders have been clear about their concerns around mental health in our schools.

Our *Safety, Security, Wellbeing, and Engagement* survey yielded some interesting data in light of the Surgeon General's statement:

- **66% of parents and 89% of faculty** STRONGLY AGREE 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.
- **69% of parents and 78% of faculty** STRONGLY AGREE 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.
- **Only 24% of parents and 24% of faculty** are VERY SATISFIED or MOSTLY SATISFIED with the current level of mental health services and support that WC provides to students.

What Have You Told Us?

The charts that follow show the results of the questions presented to those survey participants identifying themselves as 1) Parent/Guardian/Caregiver, or 2) Staff. In this report, these participants are titled ALL PARENTS and FACULTY, respectively.



Safety & Security

Behavior & Mental Health Services

Student Attendance

School Counselors

Social Services

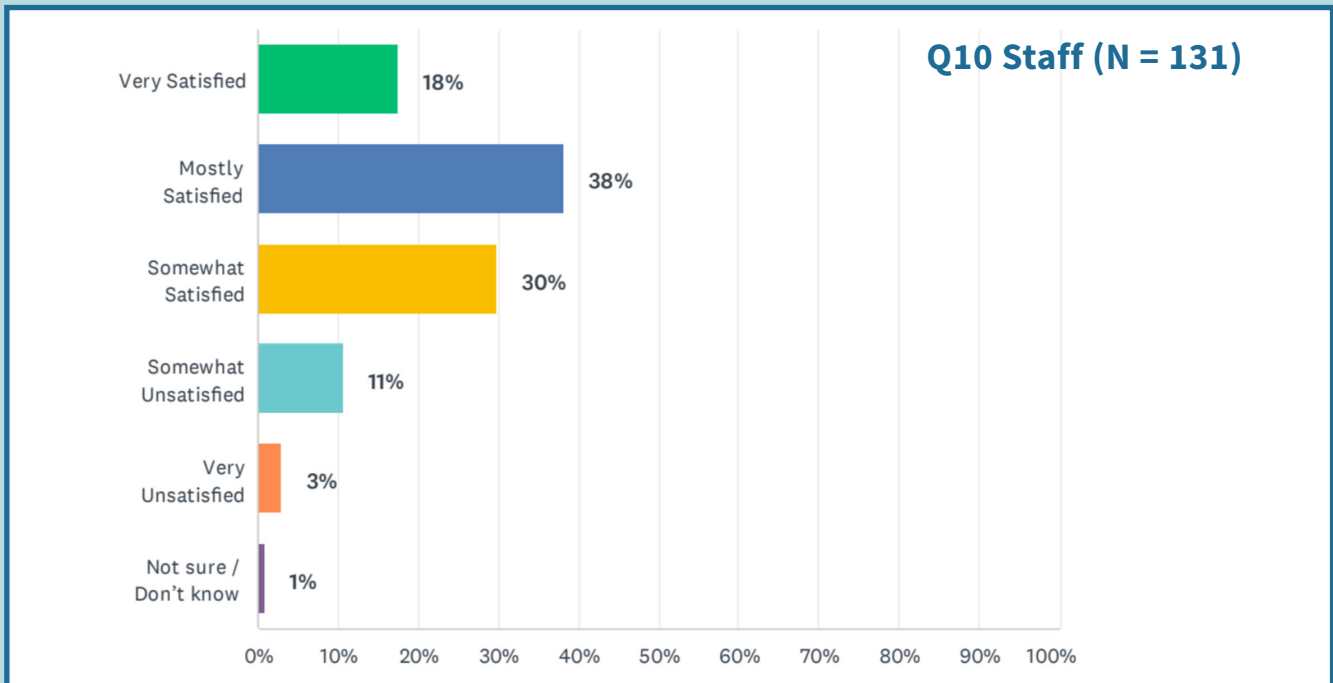
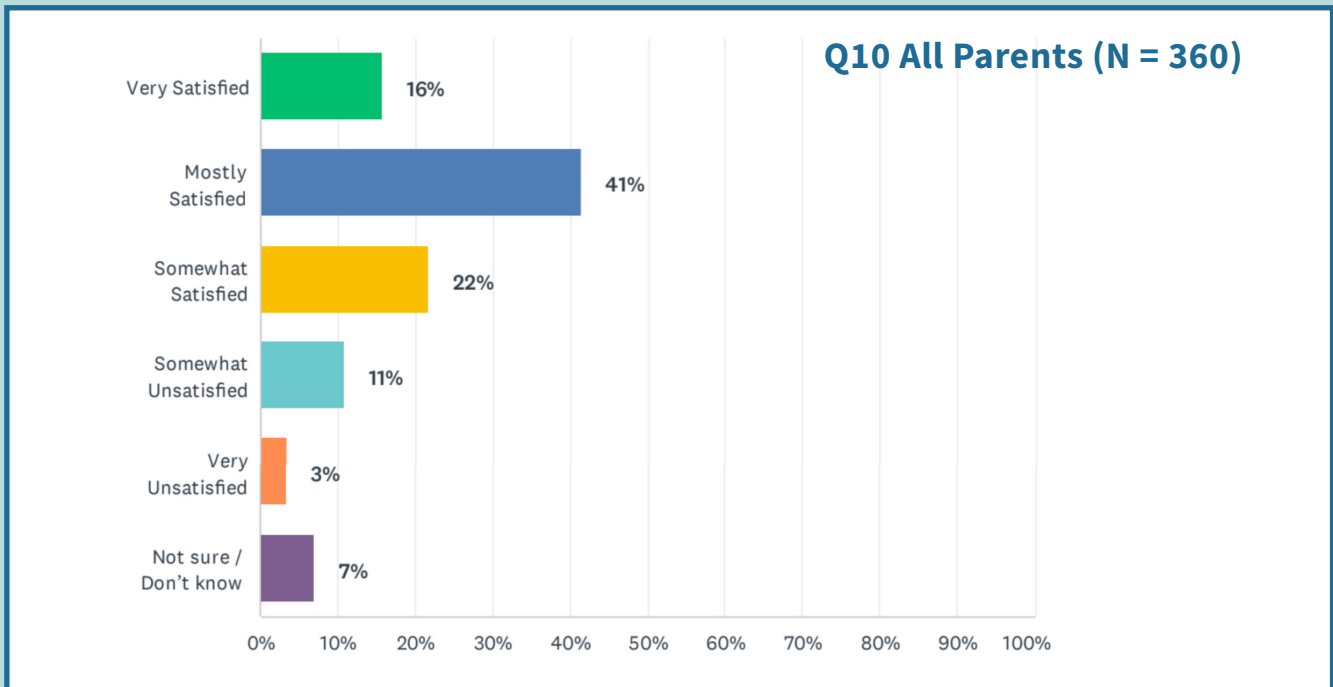




Safety & Security

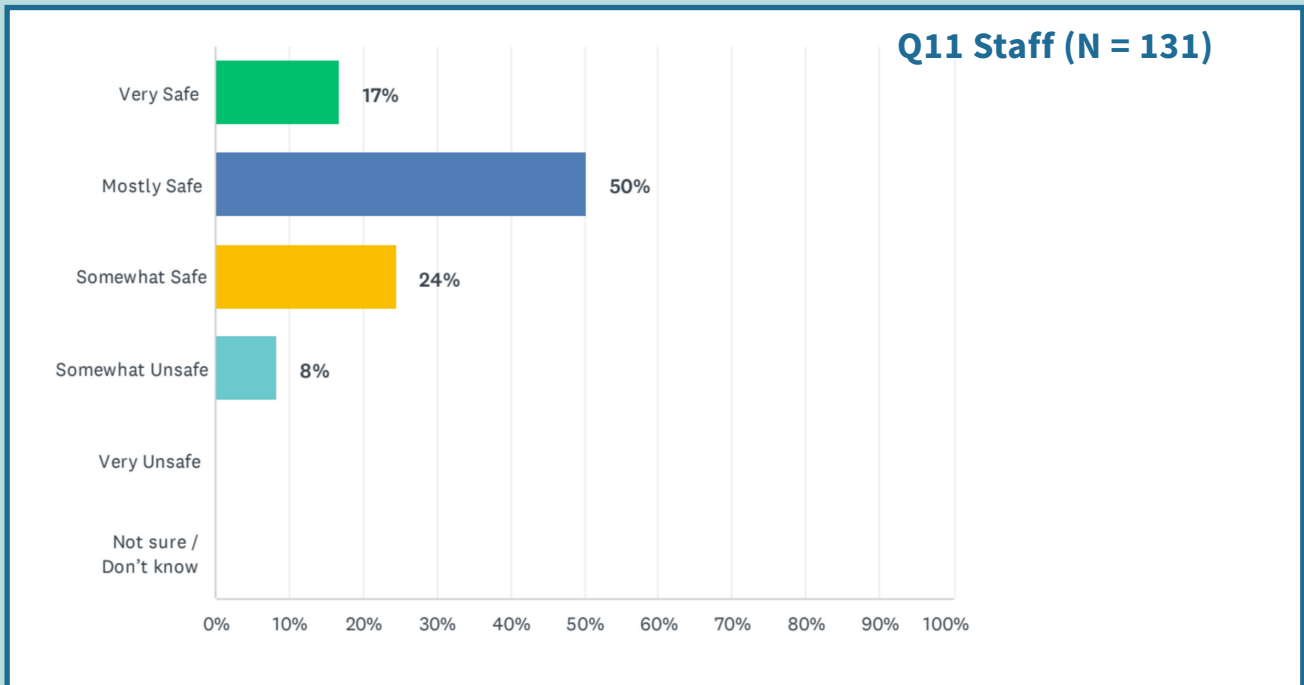
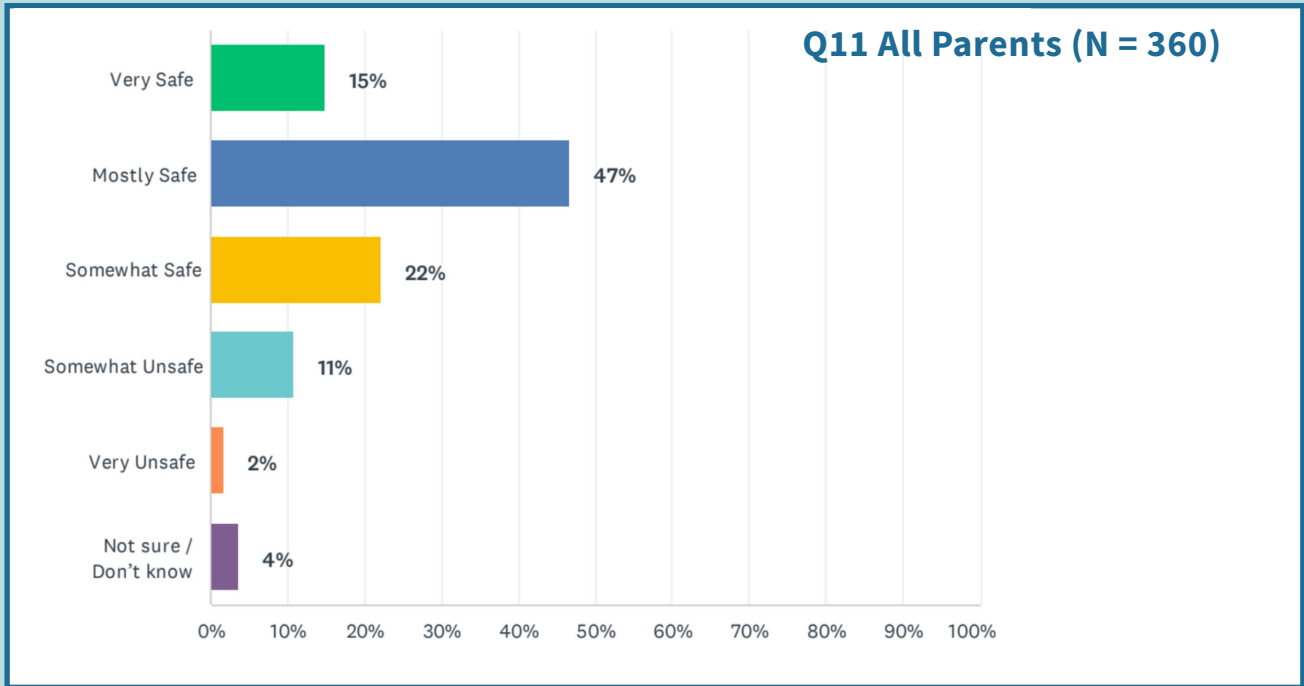
Q10 Overall, how satisfied are you with West Clermont's current level of school safety and security?

57% of West Clermont parents and 56% of staff were VERY or MOSTLY SATISFIED with the current level of school safety and security. We are assuming that most survey respondents had not seen the CAC Report to the BOE prior to participating in this survey. Nevertheless, these survey results suggest that our stakeholders' perception of safety and security may not be aligned with CAC findings.



Q11 Based on your personal observations and interactions with West Clermont students in your home, classroom, school, or community, how safe do you think students feel at school?

Based on their personal observations, 62% of parents and 67% of staff reported that students in their home, classroom, and school felt VERY or MOSTLY SAFE.



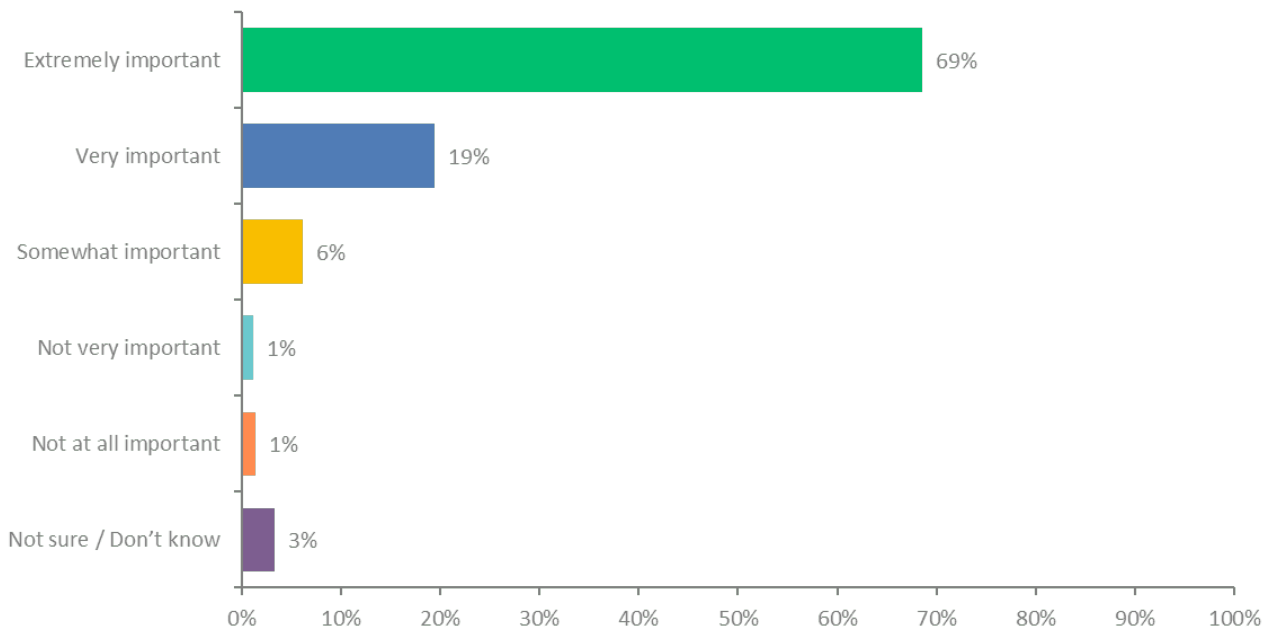


Safety & Security

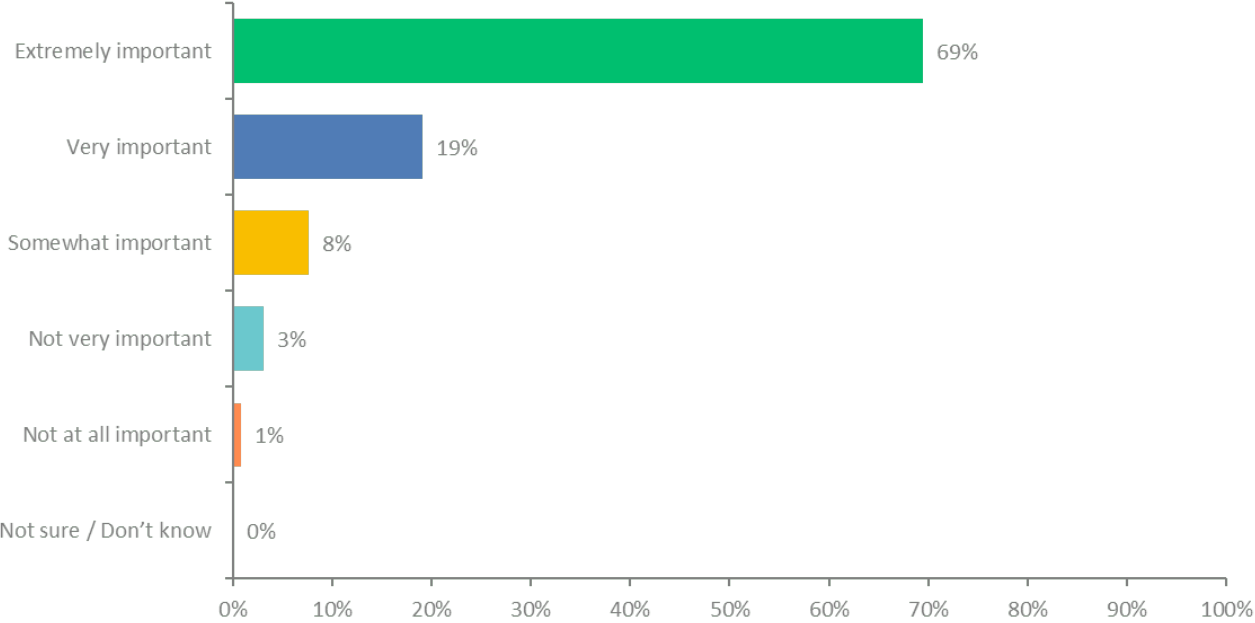
Q14 How important is it for every West Clermont school to have at least one School Resource Officer (SRO) at their school?

88% of parents and 88% of staff feel it is EXTREMELY IMPORTANT or VERY IMPORTANT for every West Clermont school to have at least one School Resource Officer (SRO) at their school. Moreover, 77% of parents and 84% of faculty STRONGLY AGREE or MOSTLY AGREE that WC's SROs could play a more active role in a student's overall sense of wellbeing and in their social and emotional support.

Q14 All Parents (N = 360)



Q14 Staff (N = 131)



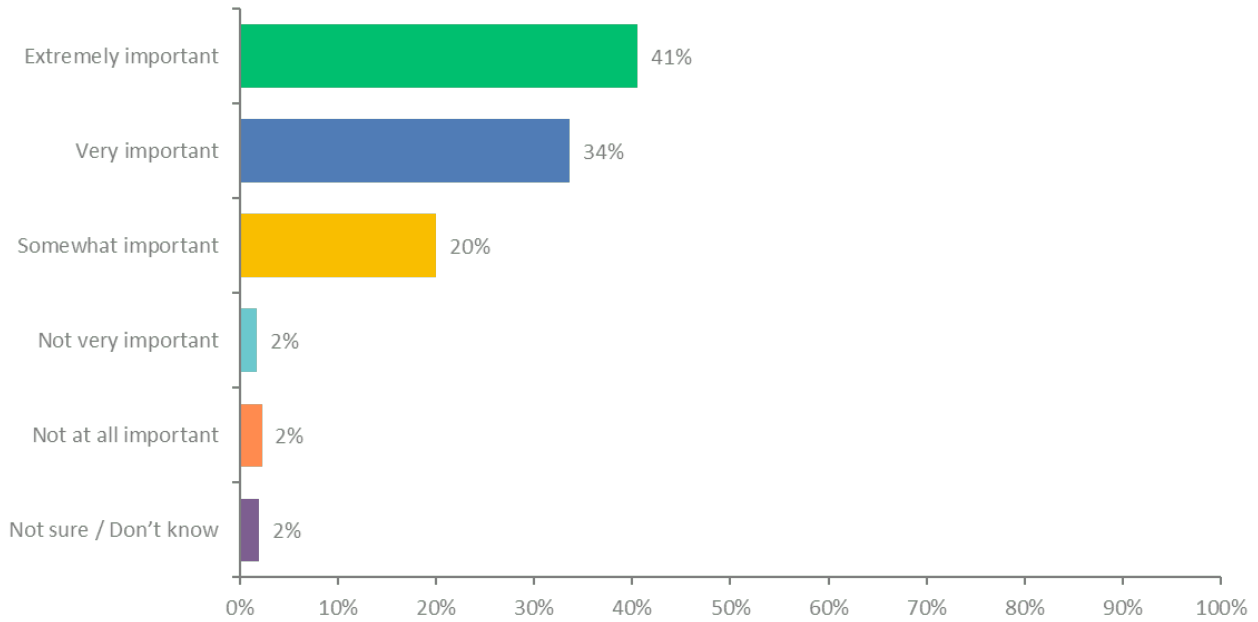


Behavior & Mental Health Services

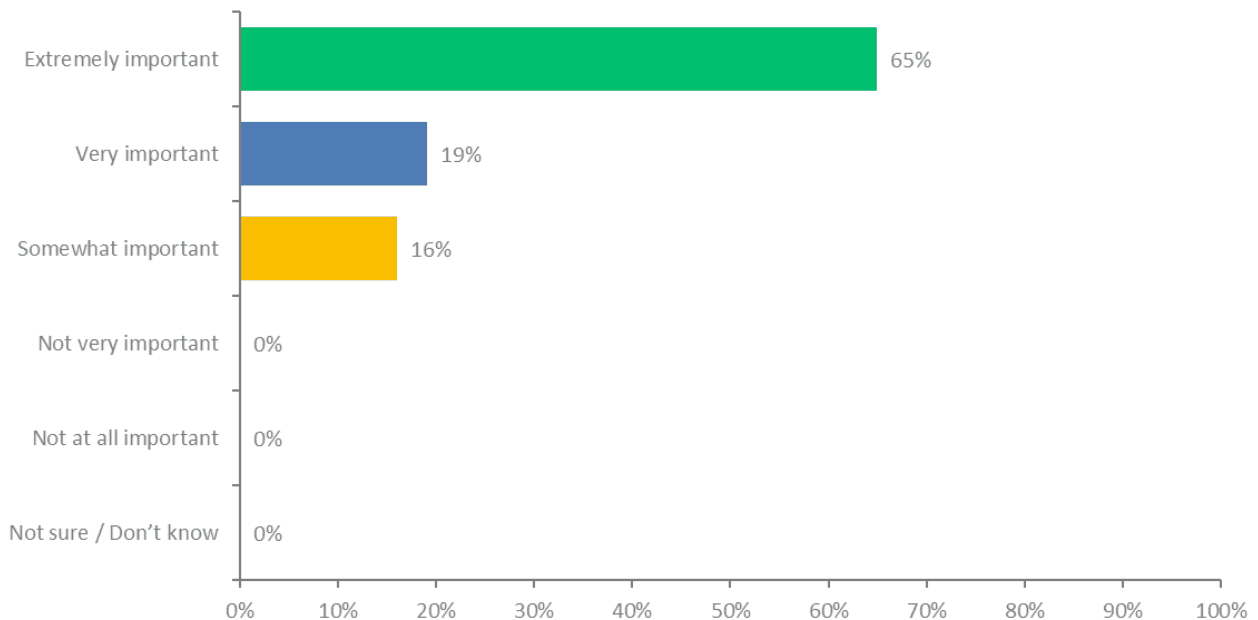
Q30 How important is it for West Clermont to plan and provide for the mental health needs of its students?

75% of parents and 84% of staff indicated EXTREMELY IMPORTANT or VERY IMPORTANT for West Clermont to plan and provide for the mental health needs of its students.

Q30 All Parents (N = 360)



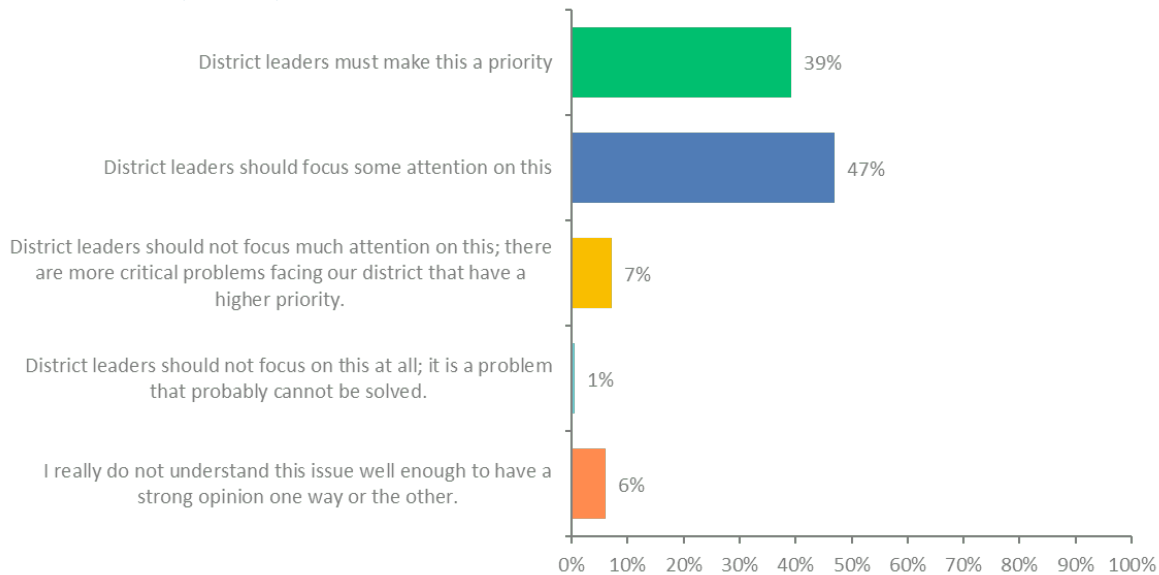
Q30 Staff (N = 131)



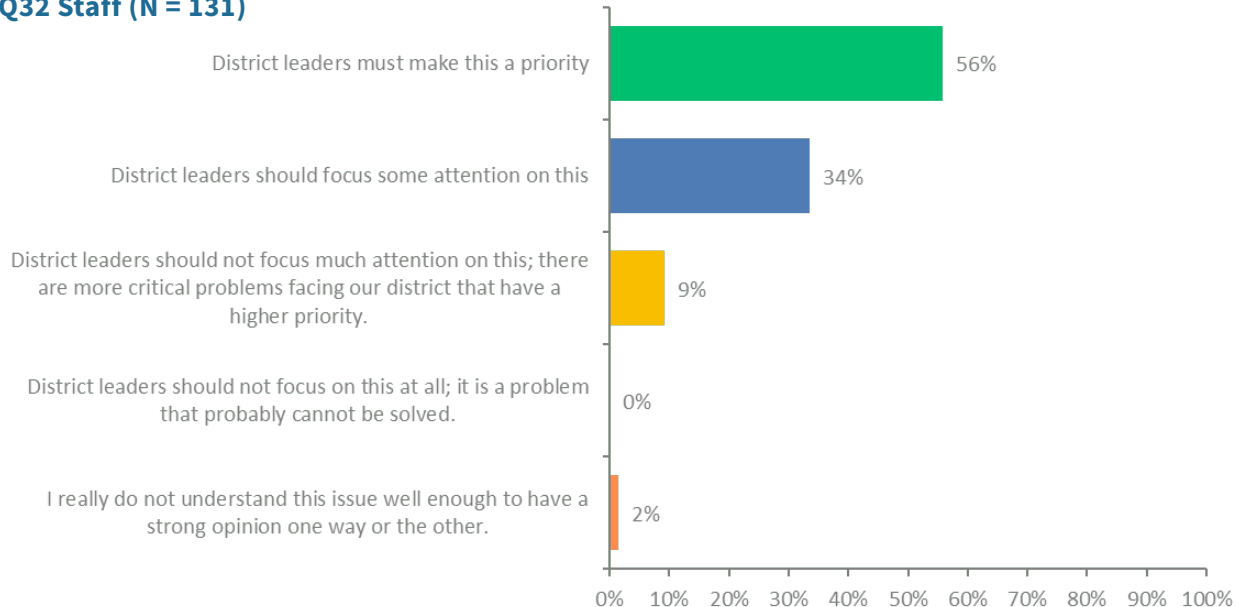
Q32 Currently, there is a shortage of trained and untrained school mental health professionals in Ohio and nationwide. Adding counselors and/or reconfiguring our current program will require time, careful planning, and energy to implement. Do you believe school district leaders should continue to focus on this issue or accept it as normal and direct their attention elsewhere? (Select the response that best represents your feelings.)

39% of parents and 56% of staff indicated DISTRICT LEADERS MUST MAKE THIS A PRIORITY, while 47% of parents and 34% of staff indicated that DISTRICT LEADERS SHOULD FOCUS SOME ATTENTION ON THIS.

Q32 All Parents (N=360)



Q32 Staff (N = 131)



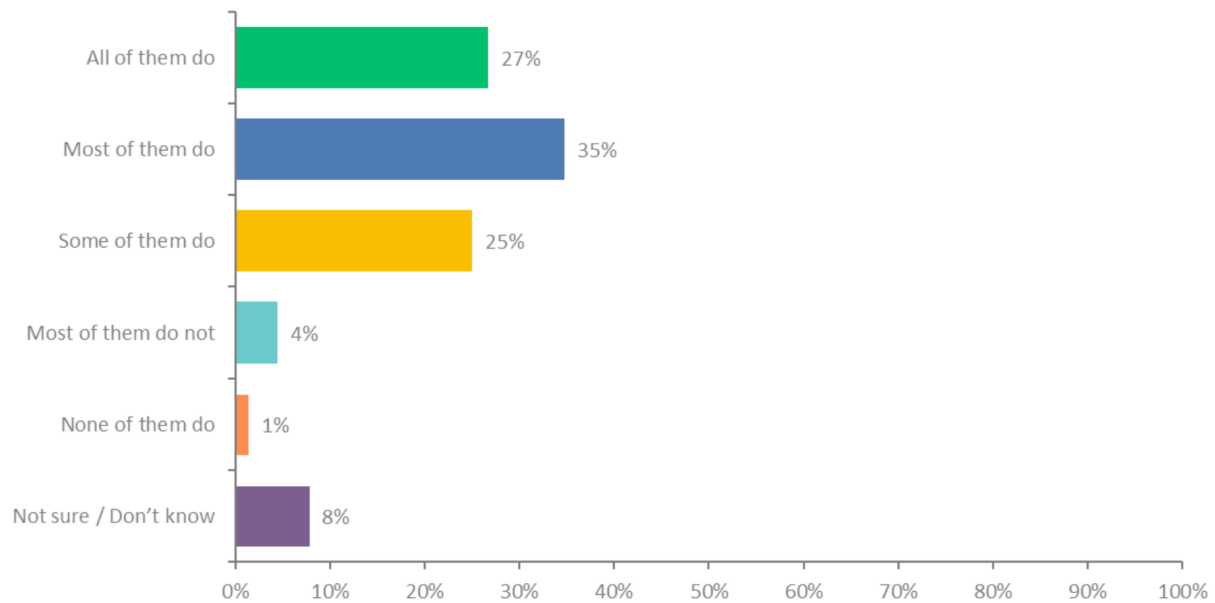


Behavior & Mental Health Services

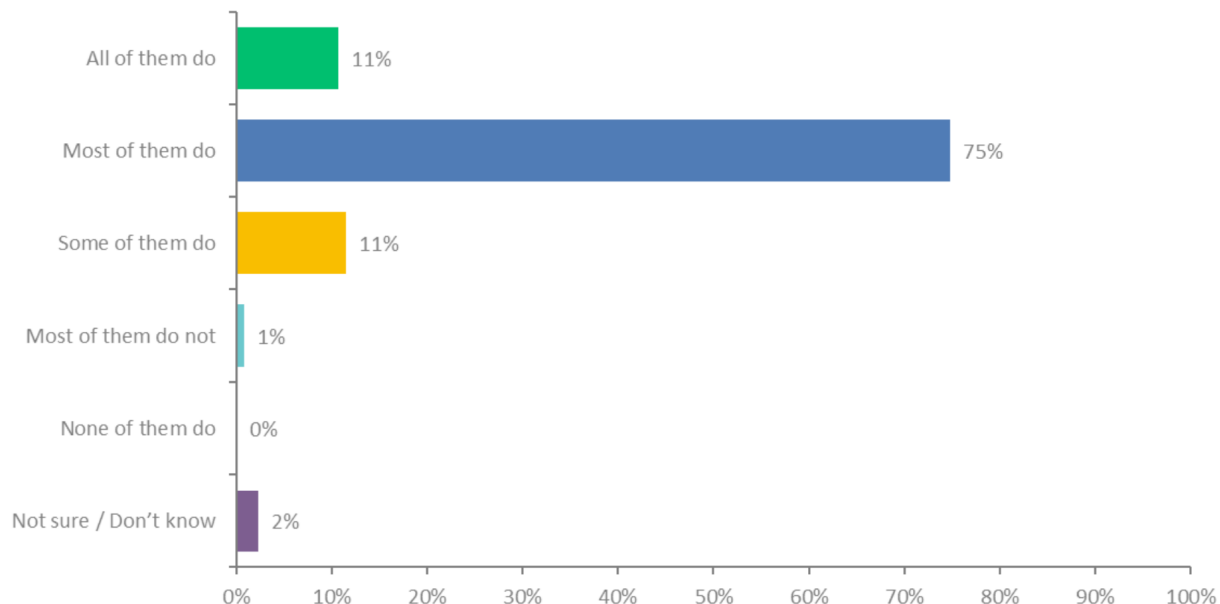
Q12 From your perspective, do the West Clermont students you know have at least one adult at their school with whom they have a comfortable, trusted relationship?

62% of parents indicated that ALL or MOST students have a comfortable, trusted relationship with an adult at school. In contrast, 86% of staff indicated that ALL OF THEM DO or MOST OF THEM DO. Our school safety survey conducted in October 2022 (administered to all 5th-grade to 12th-grade students at WC) indicated that 80% of students STRONGLY or MOSTLY AGREED with the statement I have a comfortable, trusted relationship with at least one adult at school.

Q12 All Parents (N = 360)



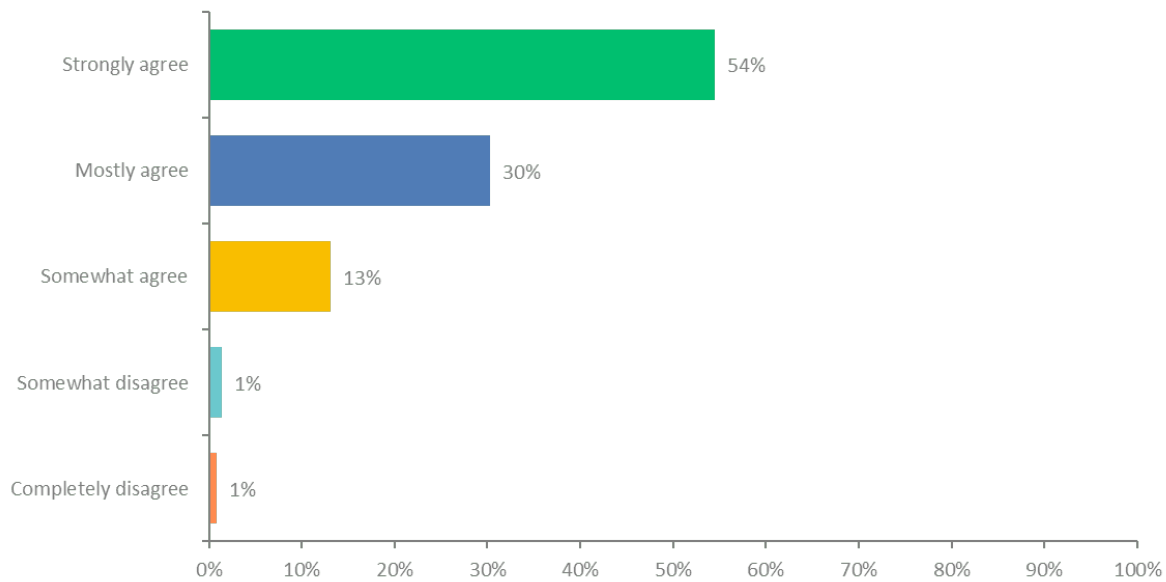
Q12 Staff (N = 131)



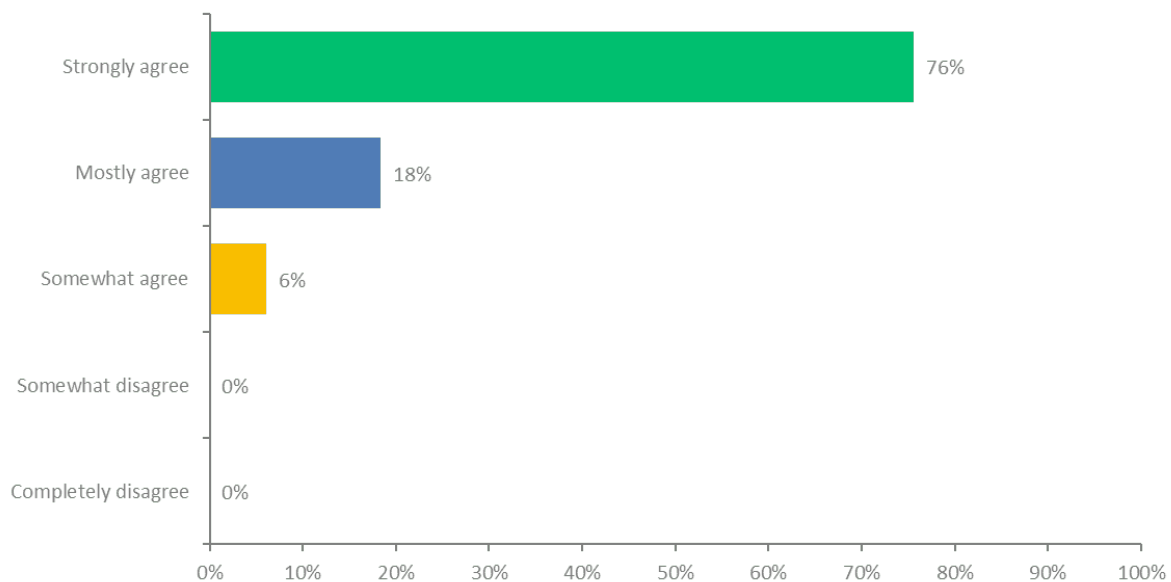
Q13 Do you agree or disagree with the premise that students who feel more connected and comfortable with an adult in their school environment experience a greater sense of safety, security, and wellbeing at school?

84% of parents STRONGLY AGREE 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 wellbeing at school. 98% of staff STRONGLY AGREE or MOSTLY AGREE.

Q13 All Parents (N = 360)



Q13 Faculty (N = 131)





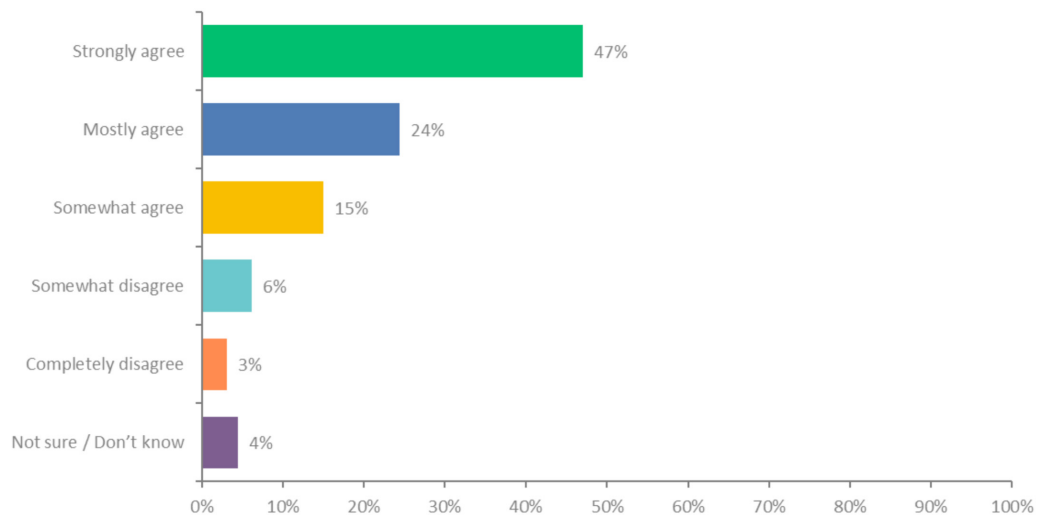
Student Attendance

Q16 Teachers invest time and effort to assist students that are chronically absent, time that can adversely impact the learning experience of students that attend regularly.

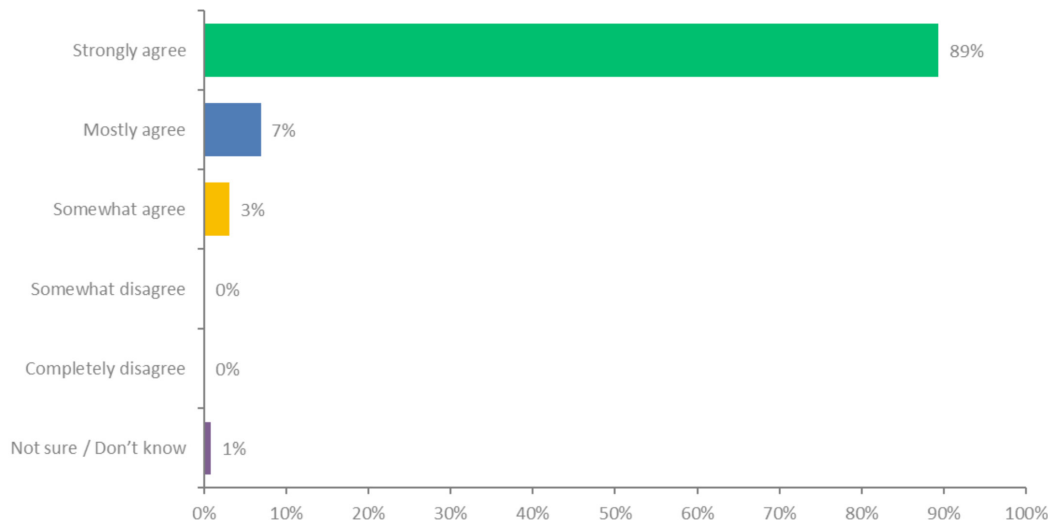
To what degree do you agree that chronic absences place an additional burden on our teachers as they strive to provide high-quality learning experiences for all students?

71% of parents and 96% of staff STRONGLY AGREE or MOSTLY AGREE that chronic absences place an additional burden on teachers as they strive to provide high-quality learning experiences for all students.

Q16 All Parents (N = 360)

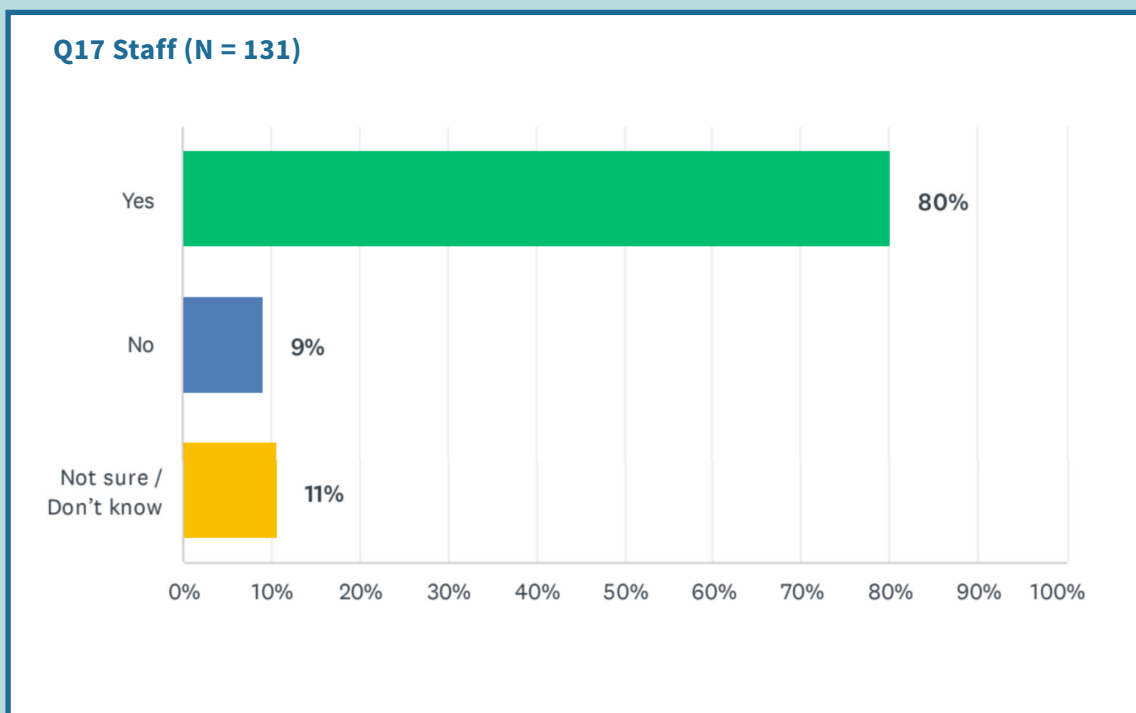
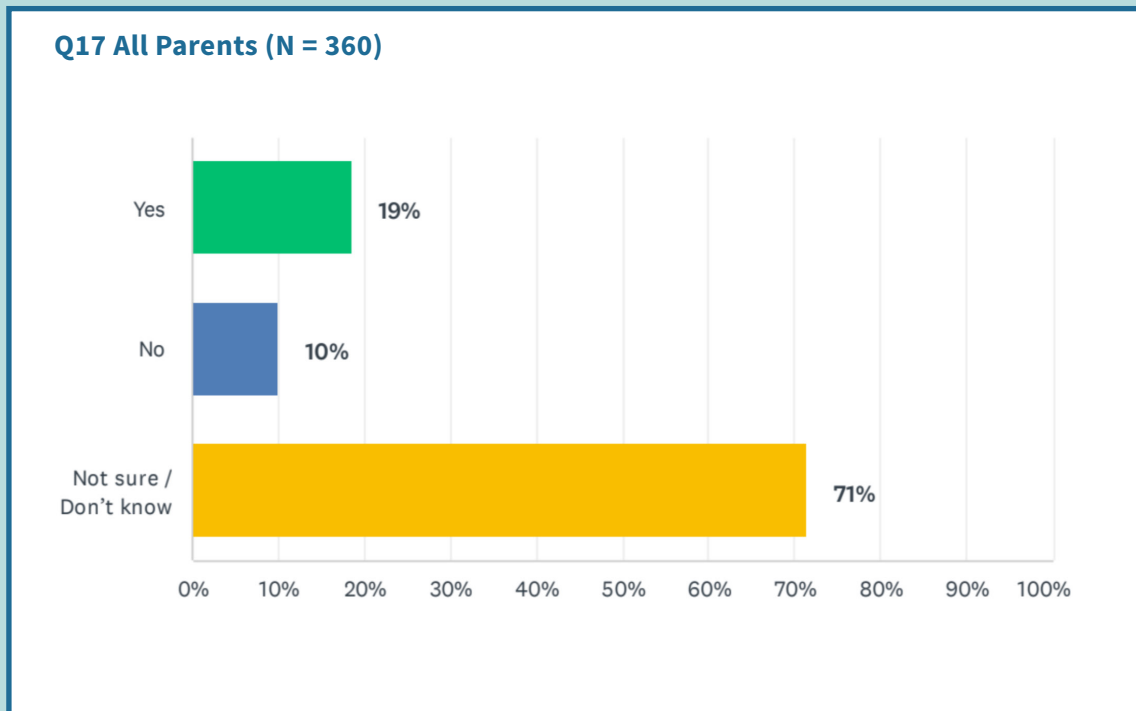


Q16 Staff (N = 131)



Q17 Based on your experience and observations, do you think that West Clermont has an unacceptable level of student absences at school?

Based on their personal experience and observations, 80% of faculty and only 19% of parents believed that West Clermont has an unacceptable level of student absences. However, 71% of parents responded NOT SURE / DON'T KNOW. It reasons that staff have a more accurate perspective on this than parents.



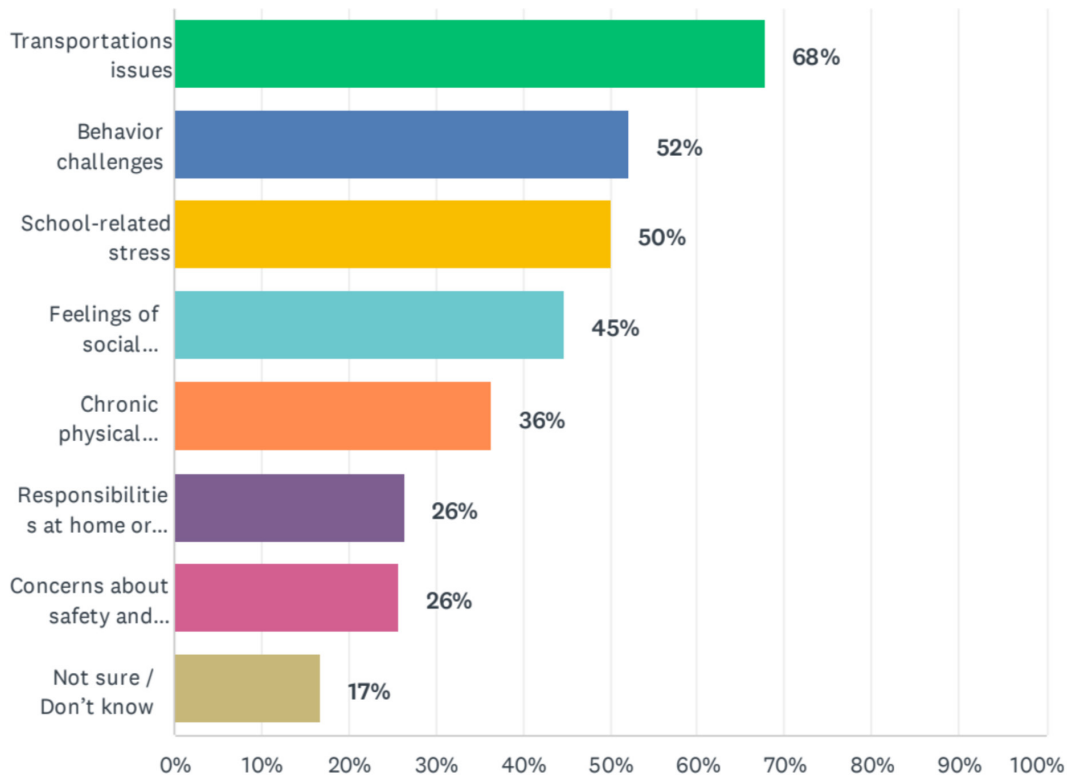


Student Attendance

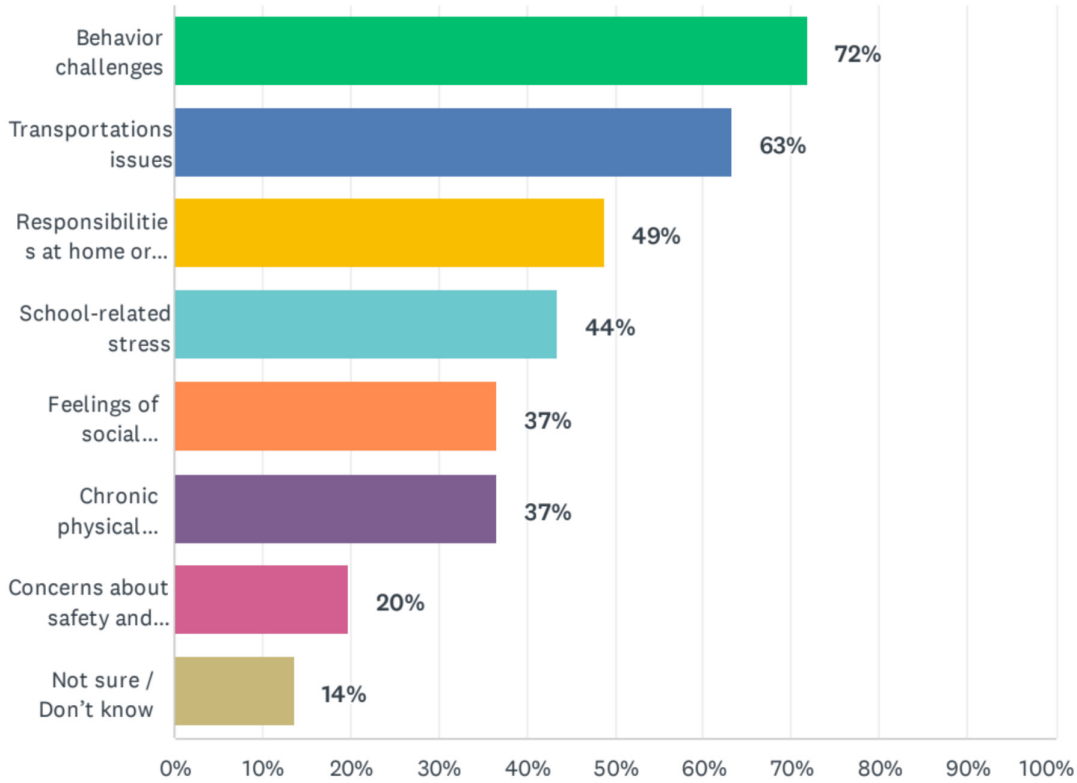
Q18 Teachers, principals, and district leaders have concluded that West Clermont's current level of student absenteeism is too high and could jeopardize the classroom learning experience. There may be reasons or barriers that keep some students from more regular attendance. To what degree do you think the following factors may be affecting school attendance for some students? (Mark all that may apply.)

When asked to consider specific factors that might affect school attendance, the top response among staff was BEHAVIOR CHALLENGES (72% of faculty selected this). The second most selected factor for faculty was TRANSPORTATION ISSUES (63%). Among parents, 68% selected TRANSPORTATION ISSUES and 52% selected BEHAVIOR CHALLENGES as their top two responses. The charts for Q18 show all of the response choices and the percentage from each group selecting those factors.

Q18 All Parents (N = 360)



Q18 Staff (N = 131)



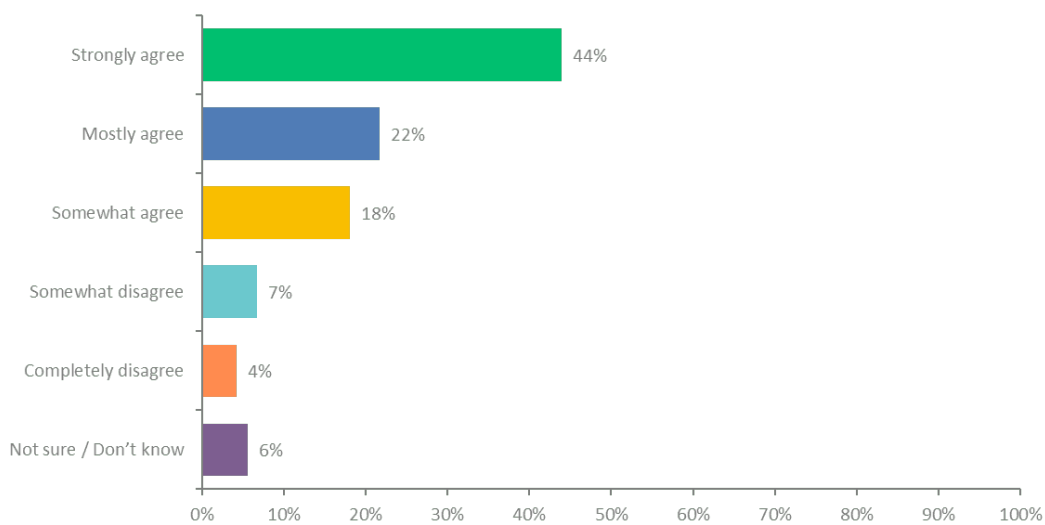


School Counselors

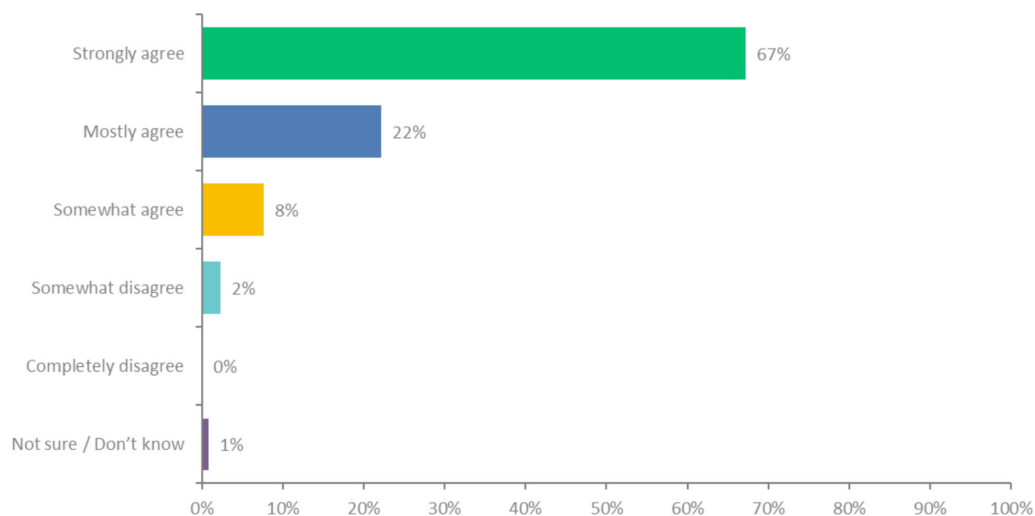
Q20 To what degree do you agree that the challenges of this generation of students require more time and attention from school counselors to properly assess and address than previous generations of students?

66% of parents and 89% of staff STRONGLY AGREE 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.

Q20 All Parents (N = 360)

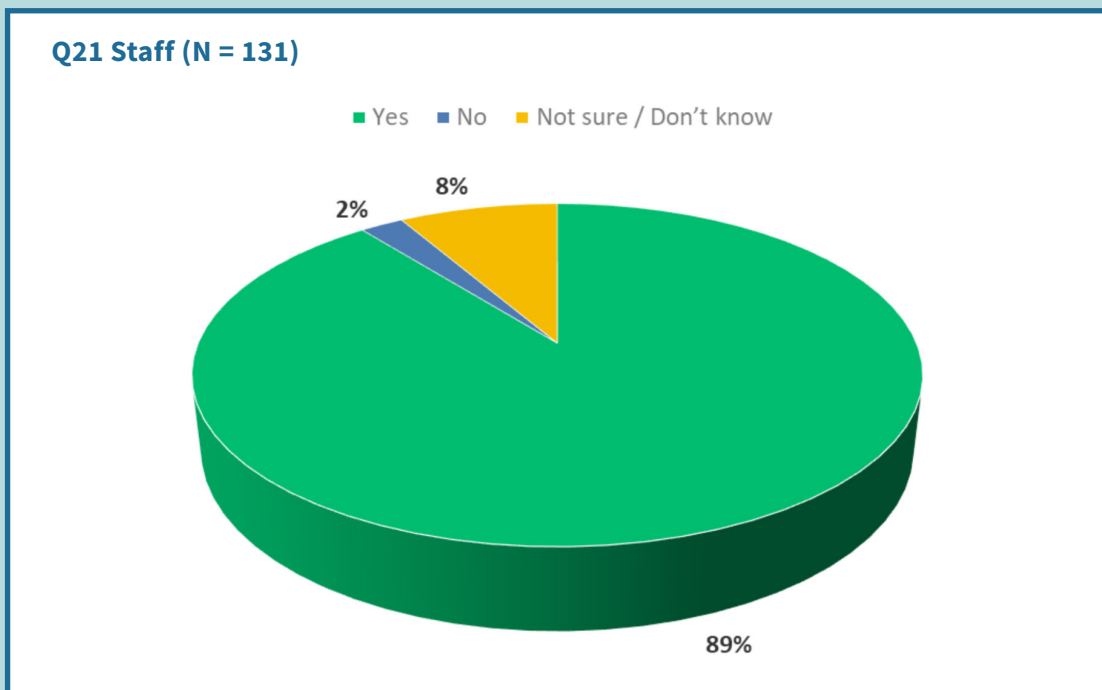
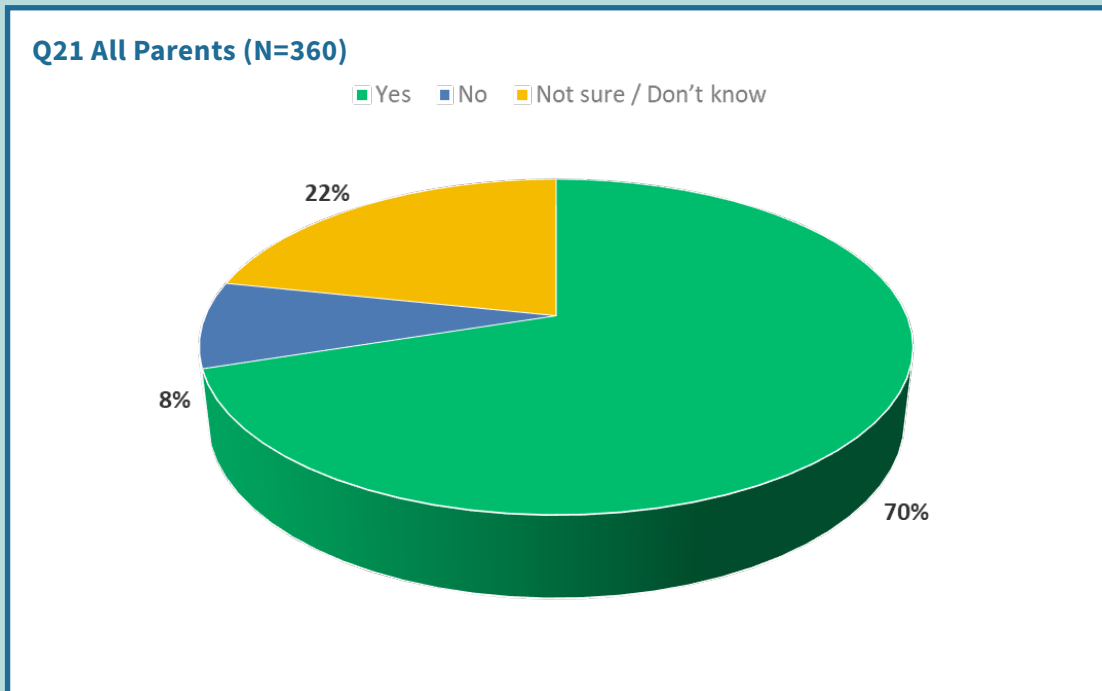


Q20 Staff (N = 131)



Q21 Currently, West Clermont does not have school counselors at our elementary schools. Do you think school counselors for our elementary schools would have a clear benefit to students?

70% of parents and 89% of staff indicated that school counselors, for the elementary schools, would have a clear benefit to students.

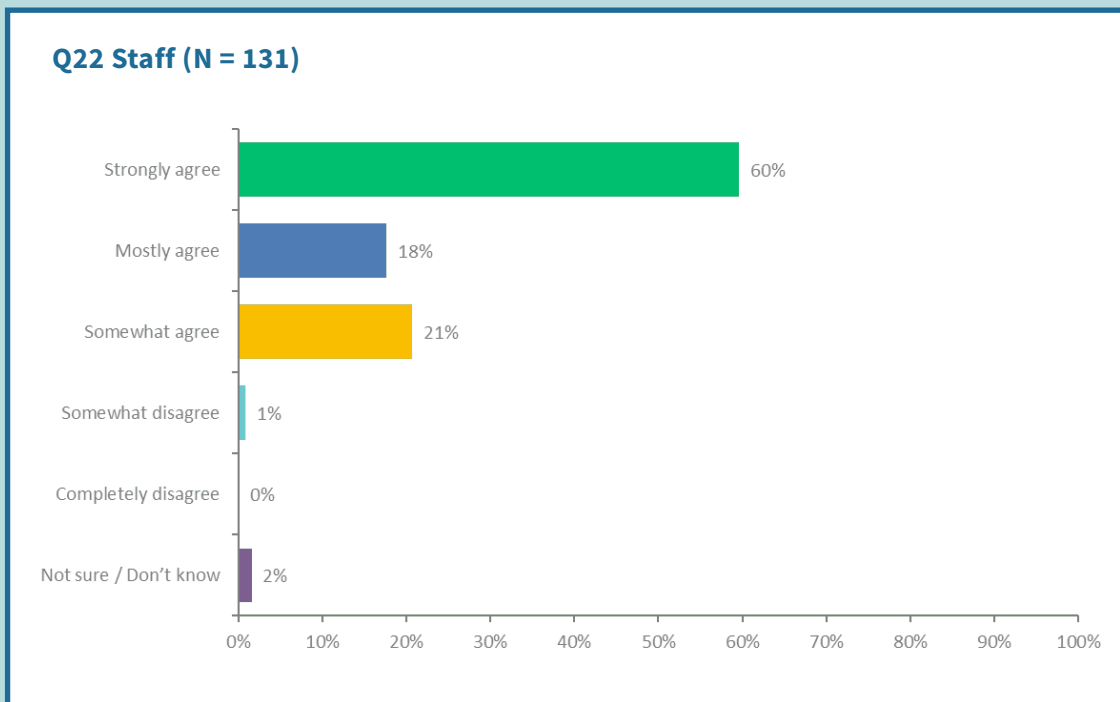
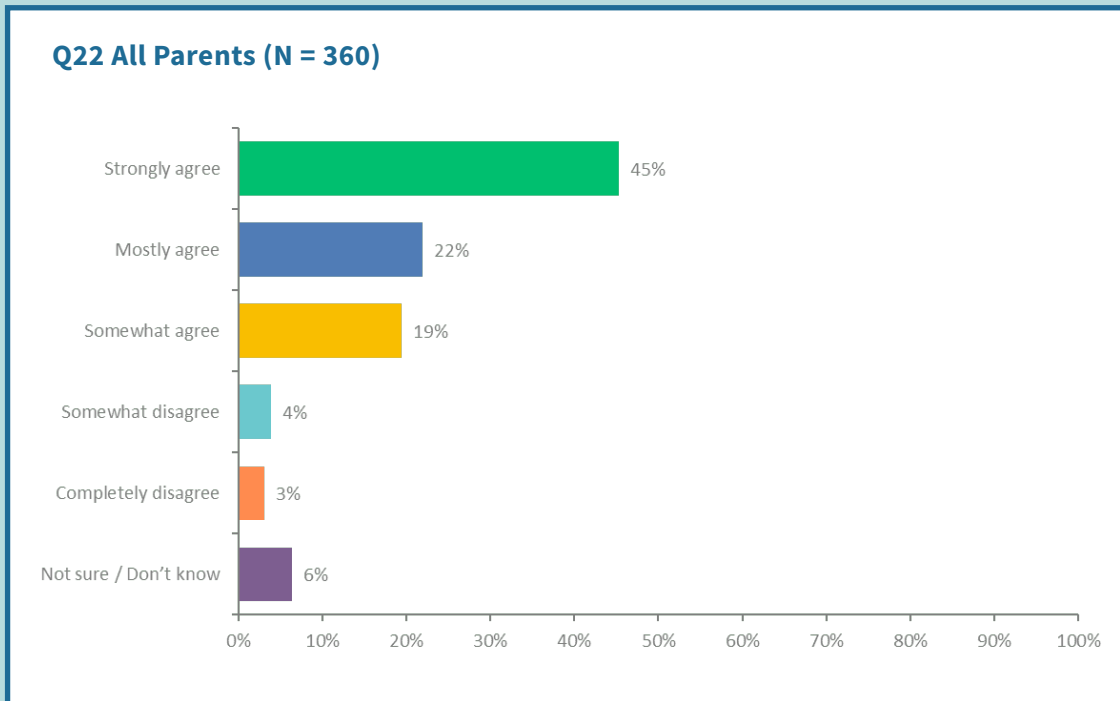




School Counselors

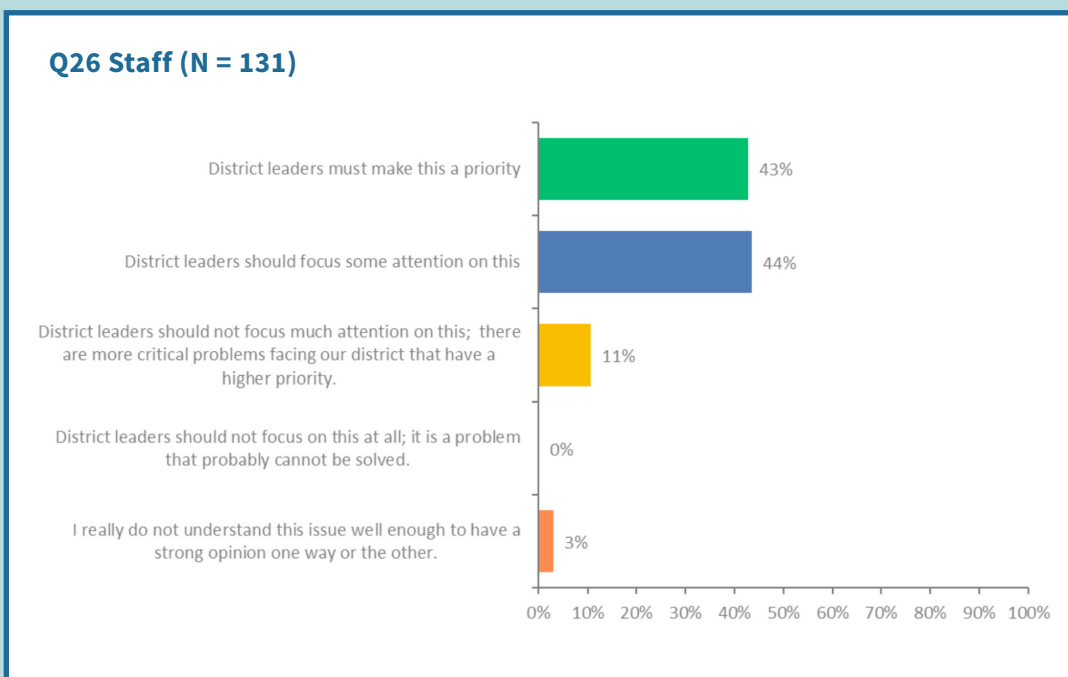
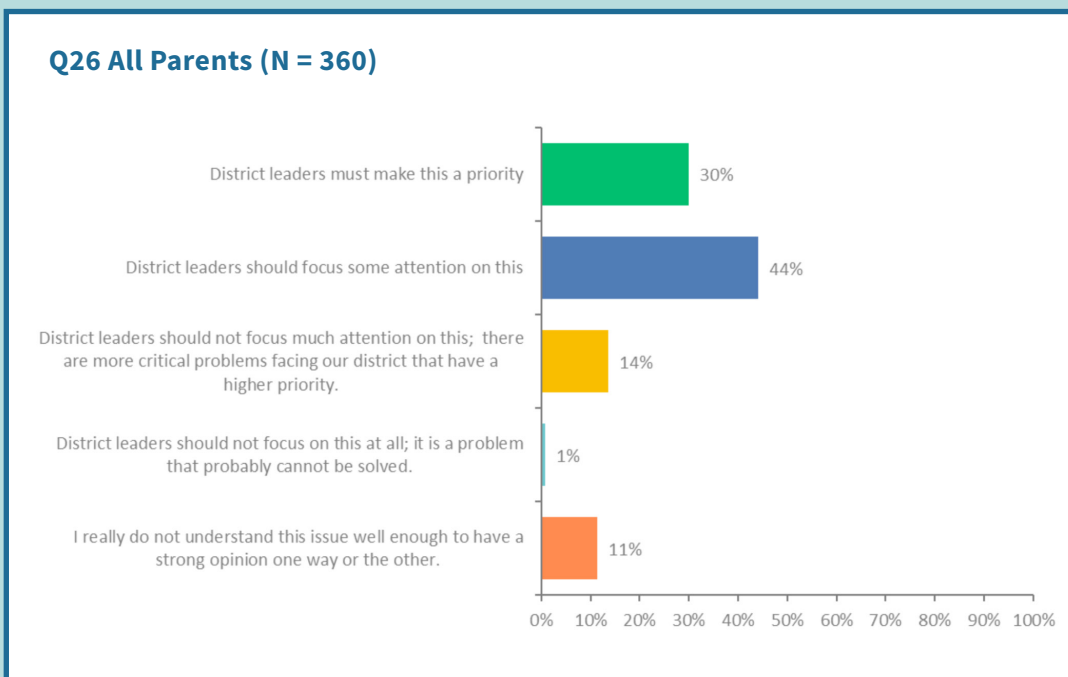
Q22. To what degree do you agree that more school counselors at all levels (elementary, middle school, high school) would lessen a teacher's burden and therefore have a positive impact on classroom learning?

67% of parents and 78% of staff STRONGLY AGREE 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.



Q26. Currently, there is a shortage of trained and credentialed school counselors in Ohio and nationwide. Adding counselors and/or reconfiguring our current program will require time, careful planning, and energy to implement. Do you believe school district leaders should continue to focus on this issue or accept it as normal and direct their attention elsewhere? (Select the response that best represents your feelings.)

74% of parents and 87% of staff indicated that district leaders MUST MAKE THIS A PRIORITY or SHOULD FOCUS SOME ATTENTION ON THIS.

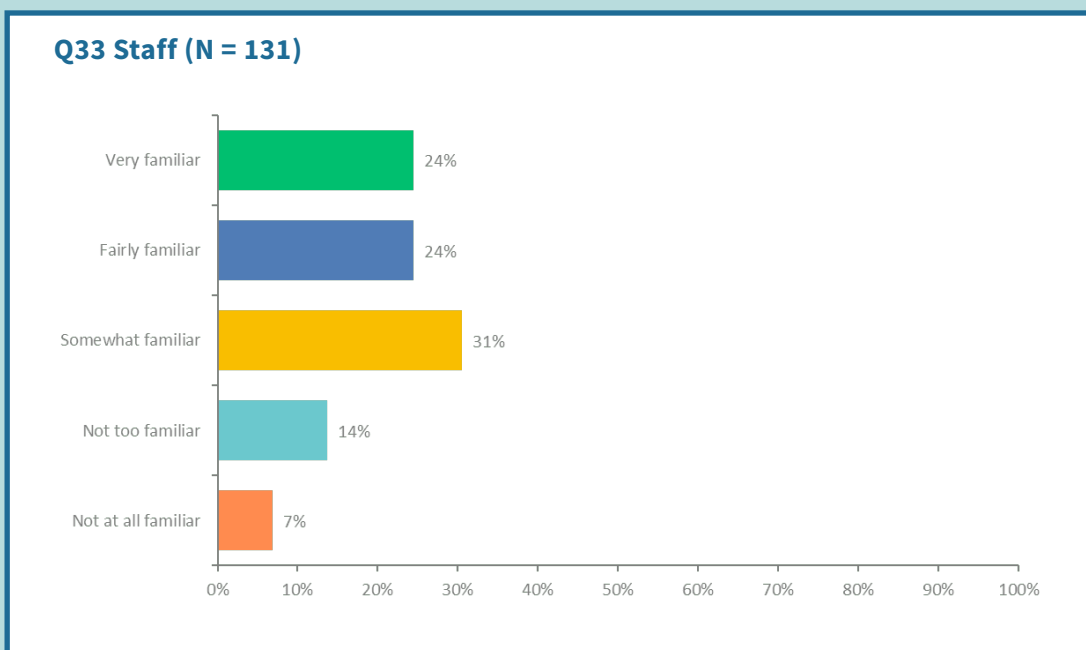
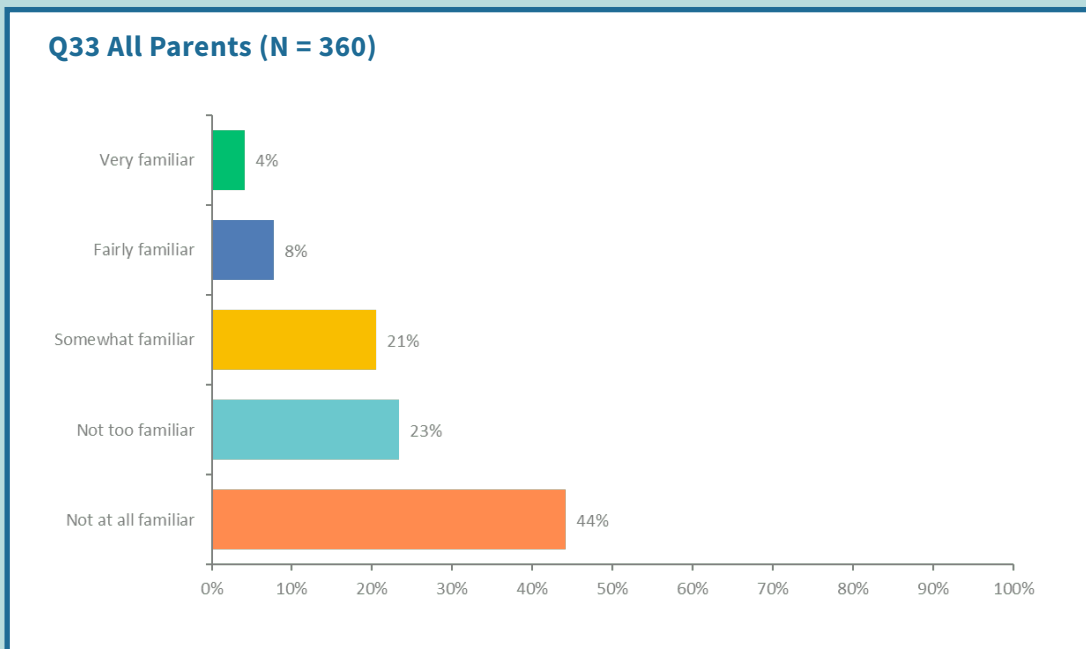




Social Services

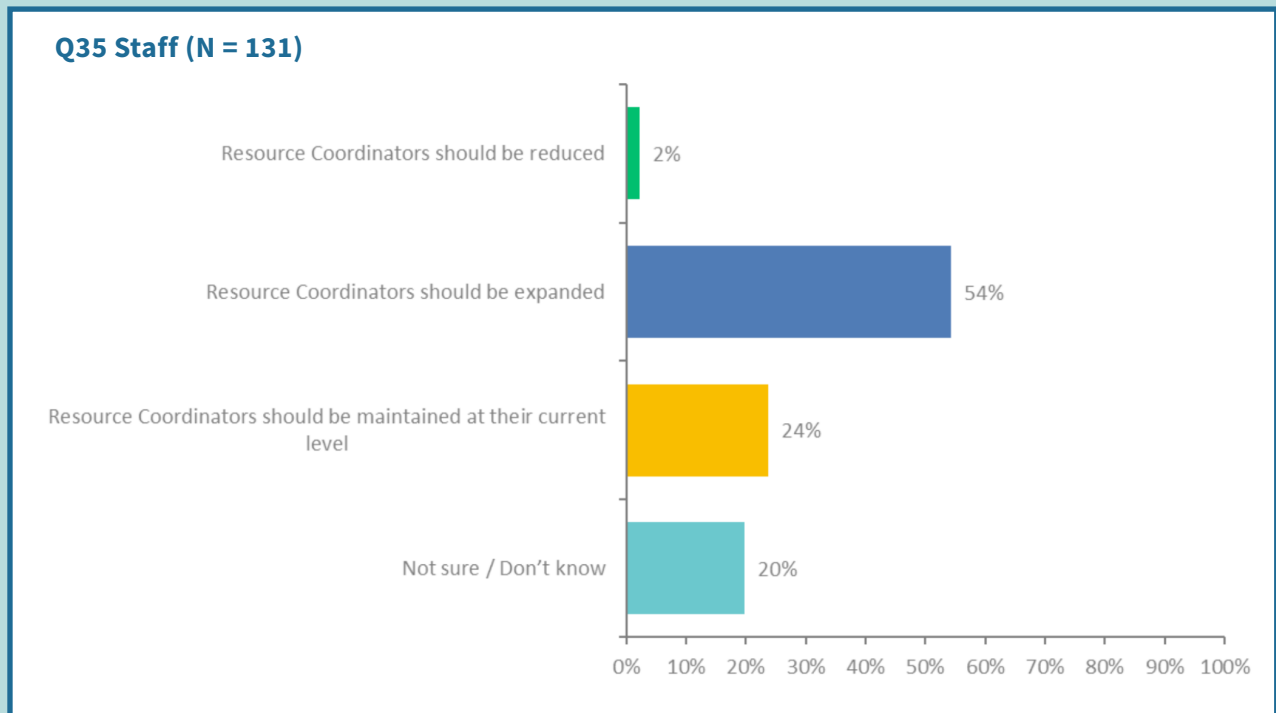
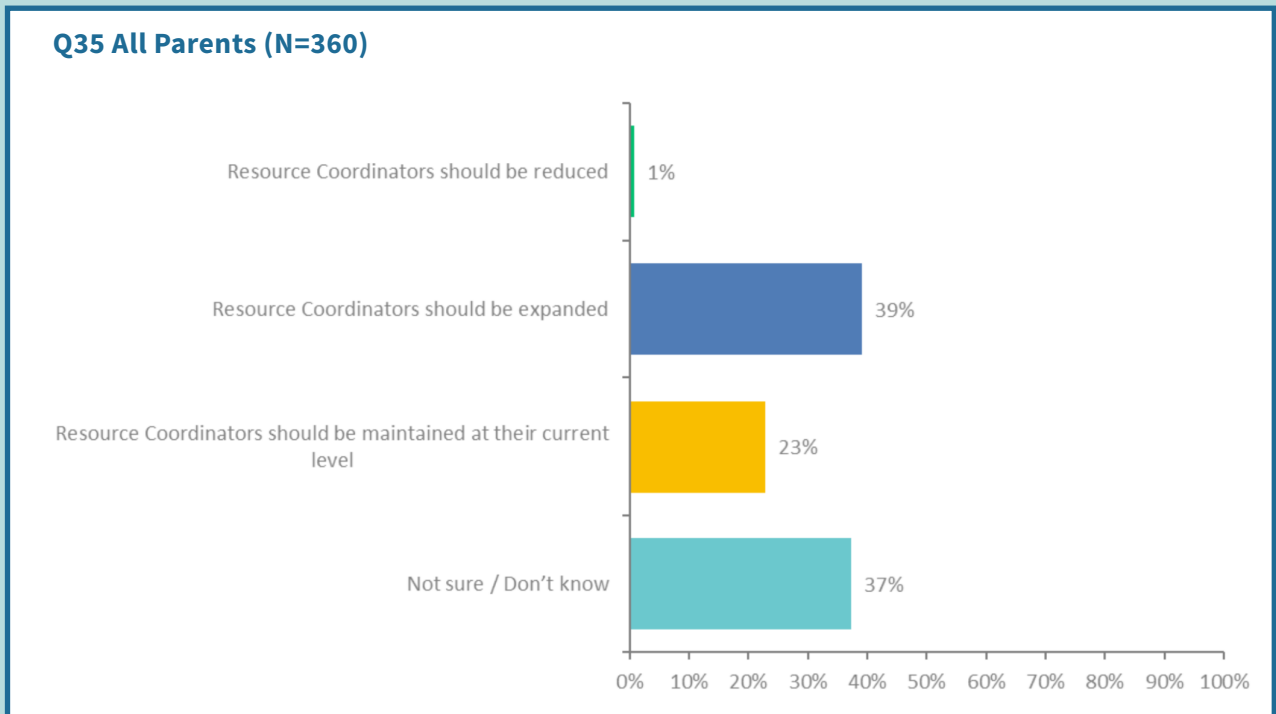
Q33 The district has two Resource Coordinators that connect students, families, and staff to resources in our community in addition to providing support in areas such as attendance and truancy, mental health, food access, clothing and/or shoes, school supplies, medical, transportation, etc.. How familiar are you with the assistance provided by West Clermont's Resource Coordinators?

67% of parents were NOT TOO FAMILIAR or NOT AT ALL FAMILIAR with the assistance provided by West Clermont's Resource Coordinators. Among staff, 79% were VERY, FAIRLY, or SOMEWHAT FAMILIAR.



Q35 Should the number of Resource Coordinators and their scope of work be reduced, expanded, or maintained at their current level?

39% of parents and 54% of staff indicated that the number of Resource Coordinators should be expanded.





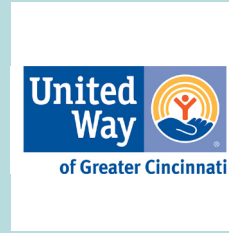
Social Services

Q34. How familiar are you with the resources listed below?

We asked survey participants how familiar they were with specific social services currently available to WC families and students. The responses from PARENTS and FACULTY show a low degree of familiarity with these services.

Q34 All Parents (N=360)

	Very Familiar	Fairly Familiar	Somewhat Familiar	Not too Familiar	Not at all Familiar
Clermont County Resources (Clermont County Family & Children First publishes a handy list of local resources.)	13%	18%	30%	19%	20%
Inter Parish Ministry (IPM runs a local food pantry right here in our West Clermont community.)	22%	18%	18%	21%	21%
Give Like A Mother ("GLAM" runs an assistance program that supplies children in need with seasonally appropriate clothing.)	11%	15%	18%	27%	29%
United Way of Greater Cincinnati (United Way is available to help 24 hours a day, including assistance with food, money, legal or mental health issues).	17%	20%	24%	18%	21%
FindHelp.org (A free service where you can search and connect to support, including financial assistance, food pantries, medical care, and other free or reduced-cost help in our community.)	5%	12%	15%	31%	37%



Q34 Faculty (N=131)

	Very Familiar	Fairly Familiar	Somewhat Familiar	Not too Familiar	Not at all Familiar
Clermont County Resources (Clermont County Family & Children First publishes a handy list of local resources.)	13%	18%	30%	19%	20%
Inter Parish Ministry (IPM runs a local food pantry right here in our West Clermont community.)	22%	18%	18%	21%	21%
Give Like A Mother ("GLAM" runs an assistance program that supplies children in need with seasonally appropriate clothing.)	11%	15%	18%	27%	29%
United Way of Greater Cincinnati (United Way is available to help 24 hours a day, including assistance with food, money, legal or mental health issues).	17%	20%	24%	18%	21%
FindHelp.org (A free service where you can search and connect to support, including financial assistance, food pantries, medical care, and other free or reduced-cost help in our community.)	5%	12%	15%	31%	37%

What Is Underway Right Now?

1

As noted, last year the Citizens Advisory Commission researched the status and best practices of safety and security in public schools and presented their recommendations for West Clermont to the BOE in March. By early this Fall, all the physical safety infrastructure recommendations will be complete. The school district and building safety teams will continue to work through the recommendations and keep safety and security a top area priority. One of our key areas of focus is on building strong relationships with students and ensuring that every student has at least one adult they feel they can go to if needed. During safety month in October, we will conduct the same safety assessment as last year to see our progress and areas of needed improvement.

2

This school year, we will focus our attention on evaluating the effectiveness of the social-emotional supports we have added over the last few years and continue future planning efforts on the social/emotional wellbeing of students. The Whole Learner Network (WLN) Impact Team will complete a SOAR (strength, opportunity, aspiration, results) analysis, continue research, conduct site visits, and share their learning with the Citizens Advisory Commission to support the strategic planning process.





What We Must Consider and Prioritize for the Future

West Clermont strives to be good stewards of the funds and resources we have available. It will not be possible to do everything that our stakeholders have indicated is important in regard to **Safety, Security, Wellbeing, and Engagement**. We will need to carefully consider options and prioritize the things that are most important to making our kids **Future-ready**. The items listed below are the things we are currently considering. Note that all of these things are directly or indirectly supported by the stakeholder research.

- Adding additional School Behavior and Mental Health Specialists
- Social/Emotional & Mental Health Safety: Facilities Master Plan addressing space for student wellness and wrap-around services embedded in the school environment
- Adding curriculum and/or programming for students and staff aimed at social-emotional wellness, leadership development, safety, student engagement, attendance, suicide prevention, substance abuse prevention, bullying, etc.
- Adding Elementary School Counselors or equivalents
- Hiring Additional Middle School and High School Counselors or equivalents
- Adding Resource Officers
- Physical Safety: Facilities Master Plan and ongoing maintenance and upkeep of data system, network, video surveillance, etc.
- Adding additional Resource Coordinators and programs for access to good nutrition beyond the school day
- Alternative school environments and expansion of special educational services. This has program and facility implications
- Change of West Clermont Middle School start time to 8 am or later
- High school Transportation
- Enhanced and updated outreach programming to enhance parent/school partnerships for modern day busy families (e.g., homework help, mental and behavioral help, technology help, etc.)
- More before and after school care such as tutoring, elementary sports, field trips, camps, theater, etc.
- Expansion of Summer School
- Expansion of Wolves Wellness Center services

07

Survey Results



MODERN STUDENT-CENTERED LEARNING DESIGN

In our second REACT Survey in May, we wanted to take a deeper dive into the factors that influence Modern Student-centered Learning Design. We wanted to know how our stakeholders, especially parents and caregivers, felt about the following issues:

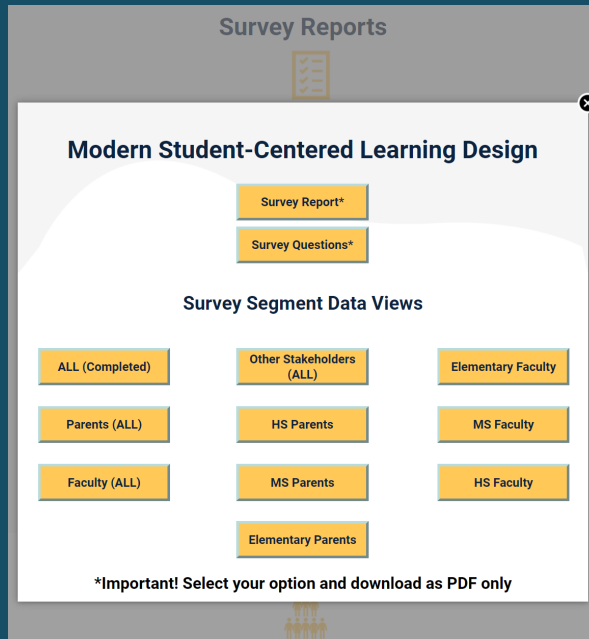
- Educational Models
- Student Options
- Technological Advancements



Overall, the results indicated that parents are less familiar than faculty with the issues presented in the survey. This underscores the need for our district to engage more parents and caregivers in an ongoing dialogue around these issues. Parents, however, do favor high-impact educational models, more career-oriented options for students, and the introduction of new technological advancements that better reflect what is happening in the modern American workplace.

Survey Administration Data

Survey participants were invited via an initial email sent directly from West Clermont administration. This email was sent to 3,278 email addresses from the WC database. 647 people (20%) that received the list started the survey, and 366 (11%) completed the survey. The average completion time was 9 minutes and 57 seconds.

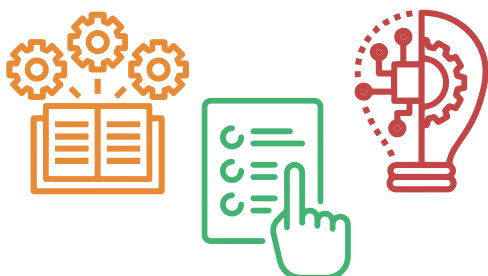


The survey results presented in this RoadMap Report show only selected parent responses and do not include all of the questions from the survey. For those wanting more details than presented here, all of the survey results, as well as filtered responses by stakeholder segment, can be accessed via the QR Code.



What Have You Told Us?

The charts that follow show the results of selected questions presented to those survey participants identifying themselves as Parent/Guardian/Caregiver. In this report, these participants are titled ALL PARENTS.



Educational Models

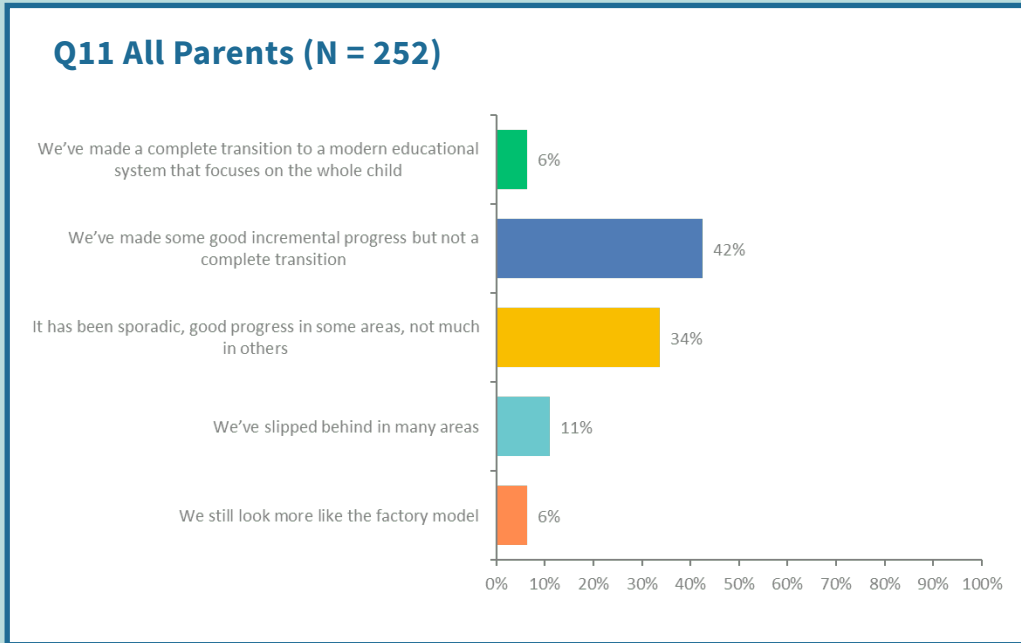
Student Options

Technological Advancements



Educational Models

Q11: To what degree do you believe West Clermont has evolved from a traditional “factory model” to a more modern education system focusing on the whole child, including the academic, social, emotional, cognitive, mental health, and trauma-based needs of ALL learners? (Select the statement that best represents your feelings.)



Q17: How important is it to you that West Clermont continue to explore models of education that support and sustain high-impact, engaging, student-centered learning across the following environments?

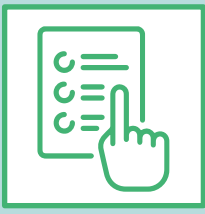
Q17 All Parents (N = 252)

	Very Important	Fairly Important	Somewhat Important	Not Too Important	Not At All Important
In-person learning environments	80%	15%	5%	0%	0%
Remote learning environments	19%	21%	27%	21%	12%
Hybrid learning environments (a blend of in-person & remote)	27%	21%	22%	16%	13%
After-school clubs, tutoring, mentoring, etc.	65%	27%	6%	1%	0%

Q13: How important is it to you that West Clermont continue to explore models of education that promote the following?

Q13 All Parents (N = 252)

	Very Important	Fairly Important	Somewhat Important	Not Too Important	Not At All Important	Not Sure / Don't Know
Relationship Development--providing caring and connected adults that enable children to learn skills, grow in their competence and confidence, and become more able to perform tasks on their own and take on new challenges.	74%	17%	8%	0%	0%	0%
Meaningful learning experiences and knowledge development--learning that moves beyond memorization and rote learning to deeper learning and critical thinking.	74%	19%	5%	1%	0%	0%
Critical skills, habits and mindsets such as self-regulation, executive functioning, social skills, growth mindset, resilience, perseverance, and self-direction.	78%	17%	4%	1%	0%	0%



Student Options

Q14: To what degree might the programs listed below be beneficial to West Clermont Students?

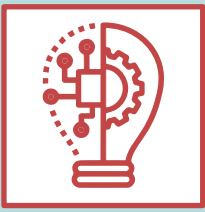
Q14 All Parents (N = 252)

	Very Beneficial	Fairly Beneficial	Somewhat Beneficial	Not Too Beneficial	Not At All Beneficial	Not Sure / Don't Know
Customized student schedules	49%	32%	13%	2%	2%	1%
Flexible pacing based on learning mastery, not student age or seat time	60%	25%	10%	3%	1%	2%
Customized learning paths based on student interest and needs	64%	23%	10%	2%	0%	1%
Community-based learning outside the classroom walls	56%	25%	15%	2%	1%	1%

Q15: How appealing would/do you find the following options for West Clermont students?

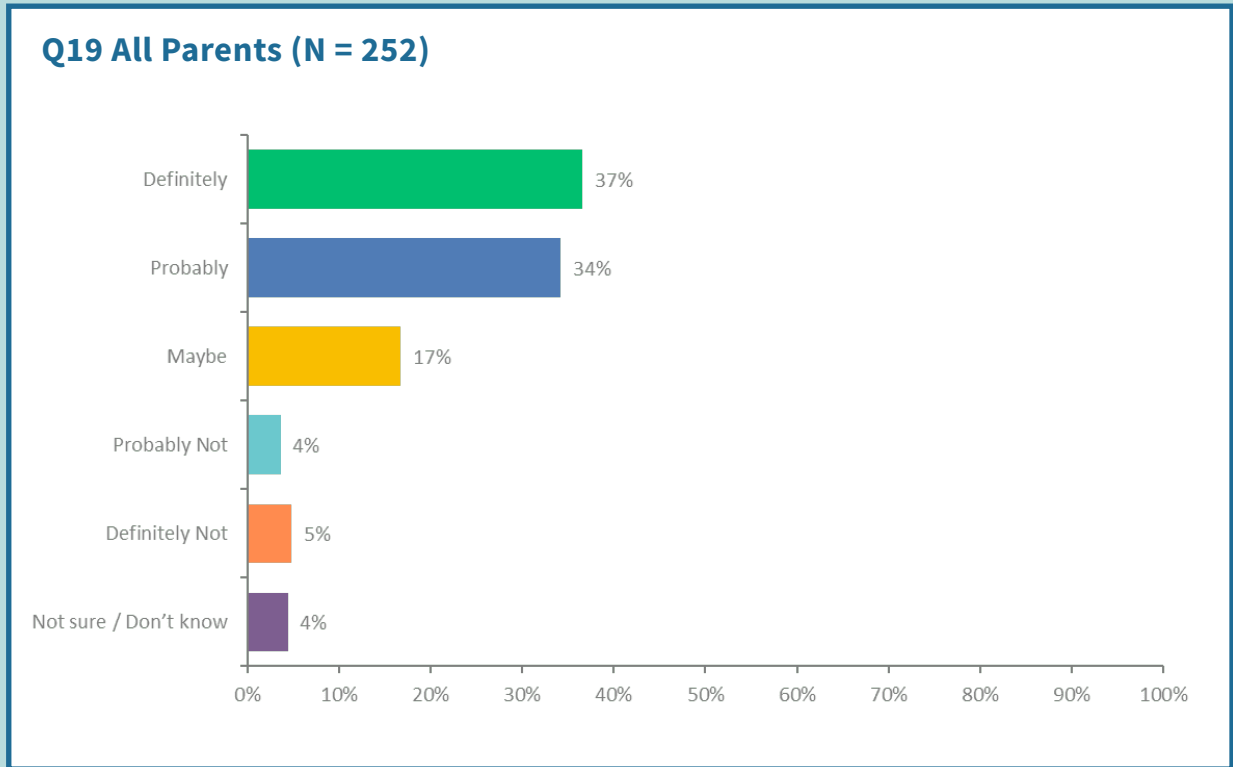
Q15 All Parents (N = 252)

	Very Appealing	Fairly Appealing	Somewhat Appealing	Not Too Appealing	Not At All Appealing	Not Sure / Don't Know
Early college or co-enrollment while in high schools	70%	19%	6%	2%	1%	1%
JR ROTC (Reserve Officers' Training Corps)	36%	23%	19%	8%	8%	7%
Science, Technology, Engineering (robotics), Math (STEM) programs	70%	23%	4%	1%	0%	1%
Career-based learning	66%	24%	8%	1%	0%	0%
Interdisciplinary programs (multiple subjects blended together)	42%	30%	17%	7%	0%	0%



Technological Advancements

Q19: Should technological advancements that impact our workplaces, homes, and society influence what and how we educate students? (These include things such as artificial intelligence, cloud computing, augmented reality, ChatGPT, etc.)



What Is Underway Right Now?



Student-Centered Learning Impact Team inclusive of district staff will complete a SOAR (strength, opportunity, aspiration, results) analysis based on the data collected, continue research, conduct site visits, etc., and share their learning with the Citizens Advisory Commission to support the strategic planning process.



The Student-Centered Learning Ecosystem Fellowship will begin a new cohort of teachers working with students and community partners to provide authentic, relevant, and community-based learning.



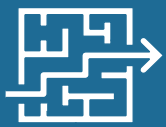
What We Must Consider and Prioritize for the Future

West Clermont strives to be good stewards of the funds and resources we have available. It will not be possible to do everything that our stakeholders have indicated is important in regard to **modern student-centered learning design**. We will need to carefully consider options and prioritize the things that are most important to making our kids **future-ready**. The items listed below are the things we are currently considering. Note: all of these things are directly or indirectly supported by the stakeholder research.

- Educational program models that promote relationships and modernized meaningful learning
- Personalized schedules, flexible pacing based on student mastery of content and skills, and customized learning paths for students
- Early college, Jr. ROTC, STEM programming, career-based Learning, community-based learning
- Elementary Specials Expansion (e.g. World Language, STEM/Robotics, etc...)
- School within a School concept (student choice for delivery of services)
- Other learning opportunities/courses to explore: Life skills classes, executive functioning, professionalism, more vocational school opportunities/trade school opportunities, 4H, entrepreneurship, drivers ed, career day in elementary schools)
- Stronger focus on the arts and humanities
- Stronger focus on STEM
- Role of homework and how we report grades to families
- Smaller class sizes
- Expansion of summer school programming
- Explore early education center (PK-K)
- Connection of the elementaries across the district
- Expansion of gifted programming
- Master facilities planning implications for programming changes above
- Exploration of in-person, remote, and hybrid learning environment choices for families
- Additional after school/before school clubs, tutoring, mentoring
- Parent education programming
- Appropriate levels of technology use and providing a technology-rich environment beyond laptops
- Start time of middle school
- Address teacher burnout and workload demand

08

Survey Results



STUDENT PATHWAYS & PERFORMANCE



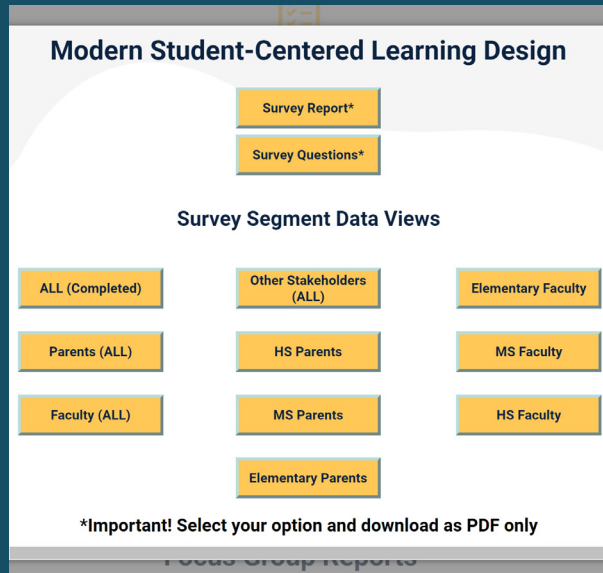
In our third REACT Survey in May, we wanted to take a deeper dive into stakeholder observations and feelings associated with Student Pathways & Performance. We wanted to know how our stakeholders, especially parents and caregivers, felt about the following issues:

- Career Exploration & Preparation
- Academic Progress & Support

Overall, the results indicated that parents are less familiar than faculty with the issues presented in the survey. While not a surprise, it did underscore the need for our district to invite more parents and caregivers into an ongoing dialogue around this issue.

Survey Administration Data

Survey participants were invited via an initial email sent directly from WC administration. This email was sent to 3,277 email addresses from the WC database. 682 people (21%) that received the email started the survey, and 450 (14%) completed the survey. The average completion time was 9 minutes and 26 seconds.



The survey results presented in this RoadMap Report show only selected parent responses and do not include all of the questions from the survey. For those wanting more details than presented here, all of the survey results, as well as filtered responses by stakeholder segment, can be accessed via the QR Code.



What Have You Told Us?

The charts that follow show the results of selected questions presented to those survey participants identifying themselves as Parent/Guardian/Caregiver. In this report, these participants are titled ALL PARENTS.



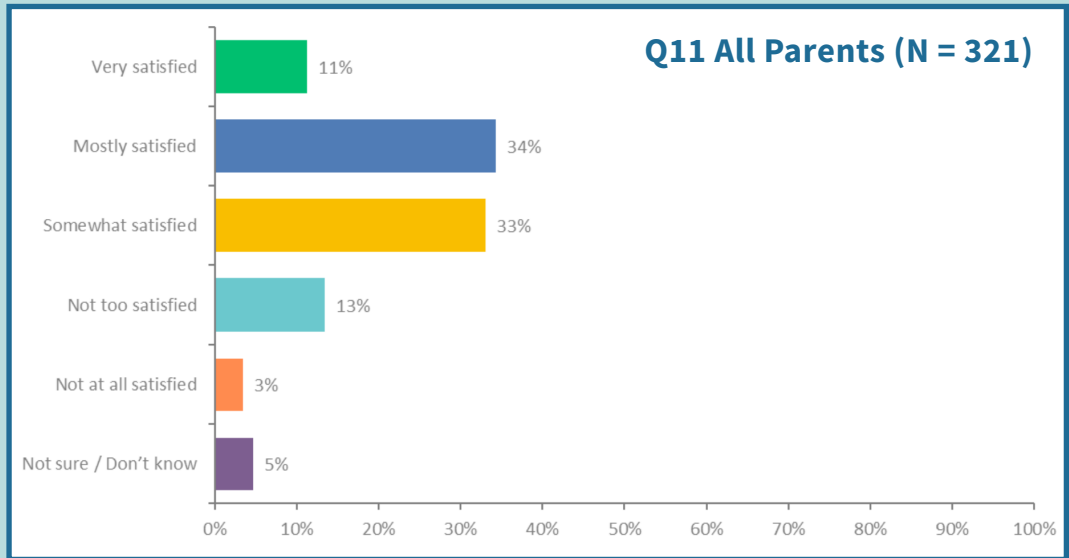
Career Exploration & Preparation

Academic Progress & Support



Career Exploration & Preparation

Q11: Overall, how satisfied are you with West Clermont's current programs/ curriculum?



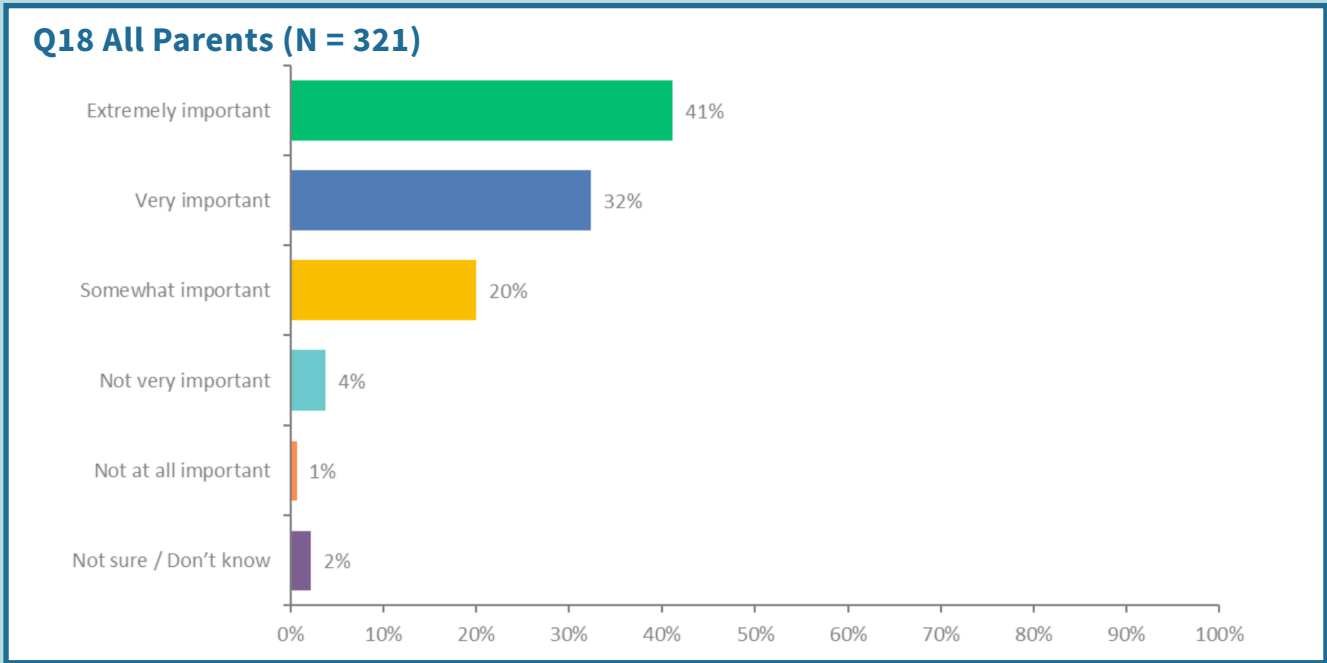
Q15: How effective is West Clermont at preparing students for the areas/futures listed?

Q15 All Parents (N = 321)	Very Effective	Fairly Effective	Somewhat Effective	Not too Effective	Not at all Effective	Not sure / Don't Know
College enrollment	10%	16%	17%	6%	5%	47%
Military enlistment	2%	8%	12%	3%	2%	71%
Employment	4%	11%	16%	9%	3%	58%
Entrepreneurship or Business Ownership	1%	6%	10%	10%	8%	64%

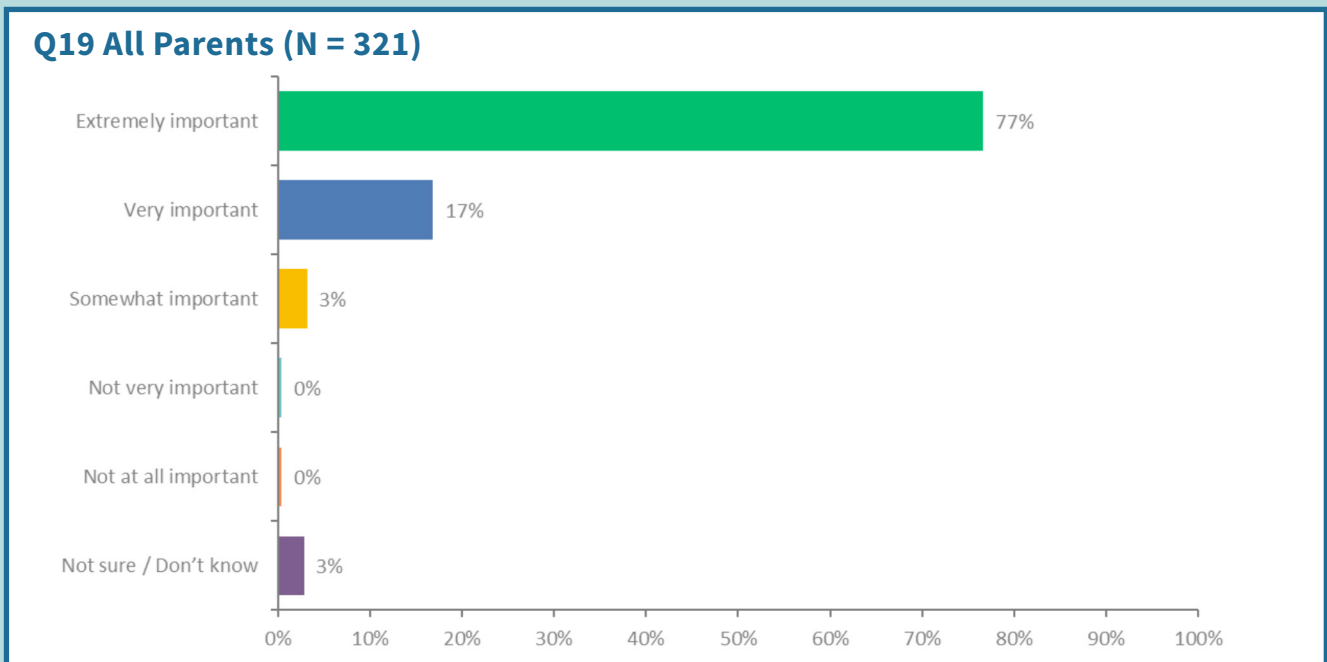
Q17: How satisfied are you with West Clermont's current educational programming for the areas listed?

Q17 All Parents (N = 321)	Very Satisfied	Mostly Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not sure / Don't Know
Elementary Specials (Art, Music, Physical Education, Career Awareness)	10%	26%	28%	10%	10%	17%
Middle School Encore/Electives	4%	15%	21%	9%	6%	45%
High School Electives	7%	16%	14%	5%	3%	54%

Q18: How important is it 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 could lead to those careers?



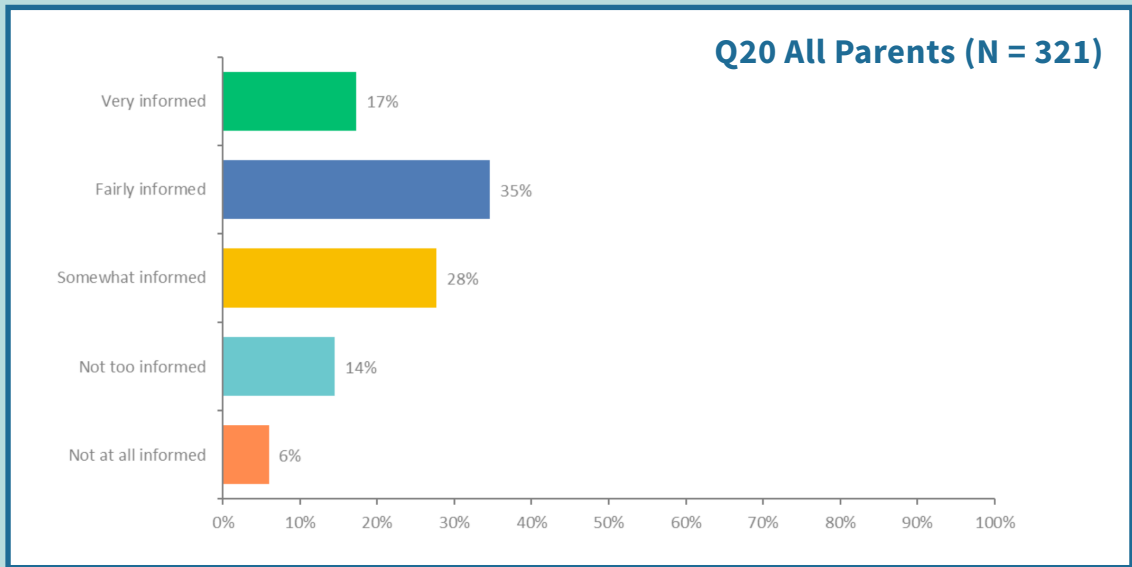
Q19: How important is it to provide high school students with significant exposure to different career options and get them on a path of study or skill development that could lead to those careers?



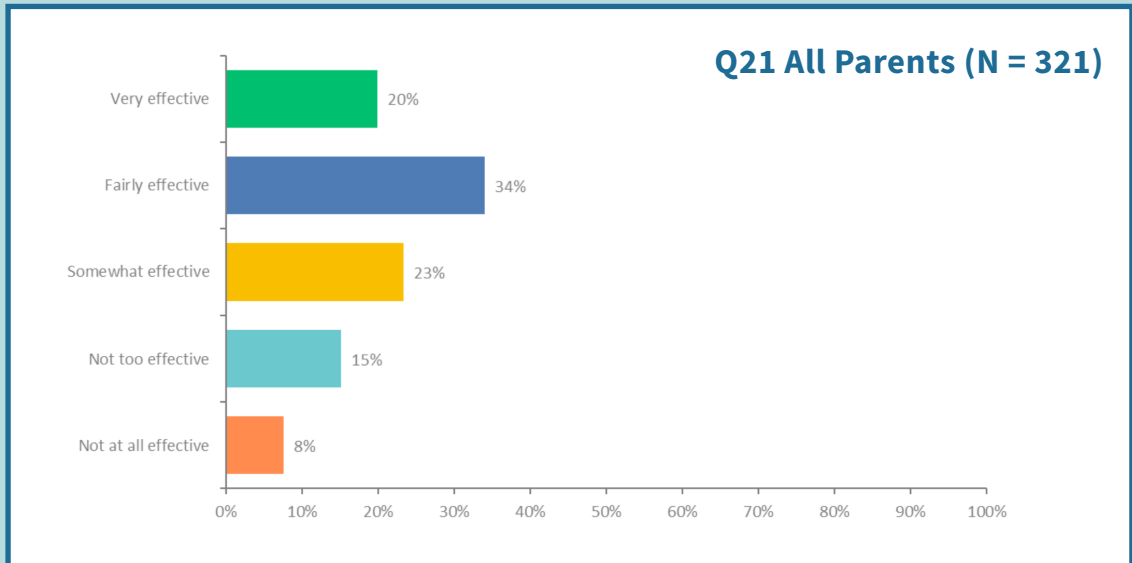


Academic Progress & Support

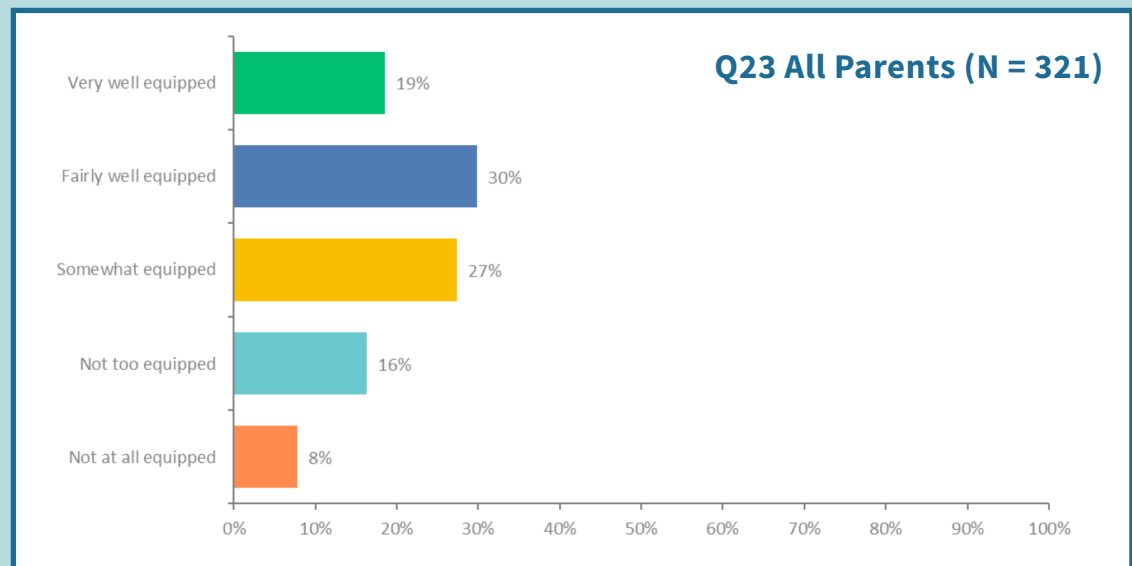
Q20: How informed do you feel about your child's academic progress and their path to graduation?



Q21: How effective are West Clermont's report cards in providing you with timely and important information regarding your child's academic progress?



Q23: How well equipped do you feel to help your student with homework?



What Is Underway Right Now?

1

Student-Centered Learning Impact Team, inclusive of district staff, will complete a SOAR (strength, opportunity, aspiration, results) analysis based on the data collected, continue research, conduct site visits, etc. and share their learning with the Citizens Advisory Commission to support the strategic planning process. If you would like to learn more about this team's efforts, please contact Ellie Preston, Chief Learning and Systems Officer, via email at preston_e@my.westcler.org.

2

This school year, we will continue to invest in our curriculum renewal cycle—we will implement science PK-12 and begin the work in English language arts. We will expand the WCYourFuture career readiness opportunities. The Teaching and Learning team will work closely with the high school team to monitor and measure the impact of the new flexible block schedule change. Additionally, the middle school and elementary teams will audit their middle school core electives and elementary specials course offerings to ensure alignment with Portrait of a Graduate outcomes. Potential changes will be vetted to ensure the best student experience possible, and master schedule changes will be explored.



What We Must Consider and Prioritize for the Future

West Clermont strives to be good stewards of the funds and resources we have available. It will not be possible to do everything that our stakeholders have indicated is important in regard to **student pathways and performance**. We will need to carefully consider options and prioritize the things that are most important to making our kids **future-ready**. The items listed below are the things we are currently considering. Note: All of these things are directly or indirectly supported by the stakeholder research.

- Parent education programs RE: curriculum and helping students with homework
- Restore elementary specials and explore elective options (elementary, middle, high school). Explore more advanced courses at the middle school.
- Advance career-based learning PK-12
- Smaller class sizes
- More focus on arts and humanities and STEM
- Middle school start time change

09

Survey Results

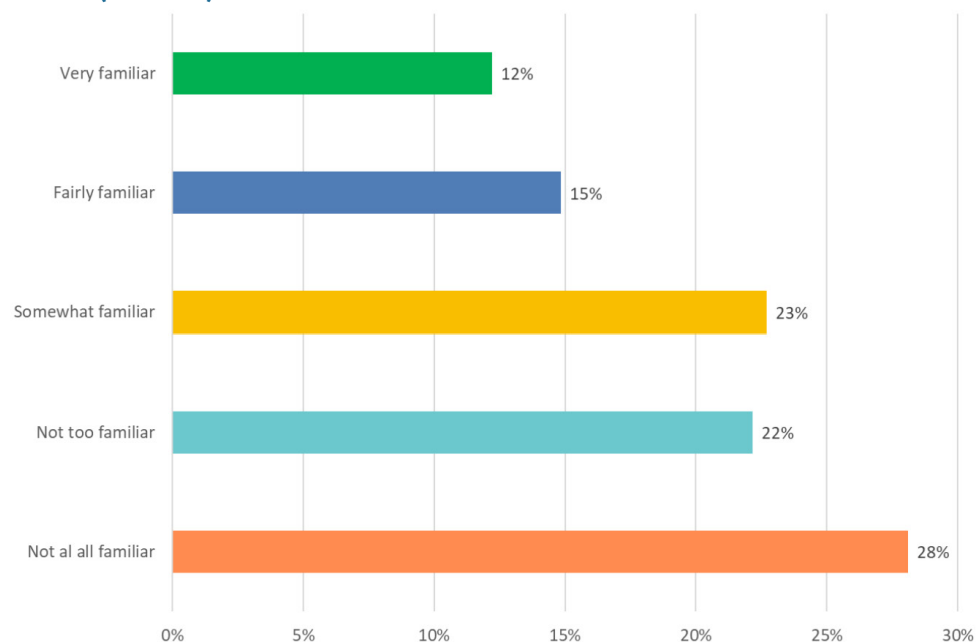


PORTRAIT OF A GRADUATE

We have given extensive coverage in previous RoadMap Reports to our Portrait of a Graduate (POG) vision. It is our North Star. We included the same set of POG questions in two of our three REACT surveys. Because of the relative importance of the POG vision, we are presenting the combined results in its own section.

Overall, the results indicated that 50% of parents are NOT TOO or NOT AT ALL FAMILIAR with the POG vision.

Parents (N = 573)





What Have You Told Us?

Though parents have a lower degree of familiarity with the POG vision overall, when presented with skills and abilities that are part of POG, they consider these to be **EXTREMELY** or **VERY IMPORTANT**. Faculty also consider these skills and abilities to be important.



Portrait of a Graduate

Parents and staff were asked to indicate the degree of importance of POG skills and abilities.

Parents (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%

Staff (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%

Parents and staff were asked to give a letter grade (A, B, C, D, F) indicating how well they believe WC is doing in teaching these skills and abilities.

Parents (N = 573)

	GPA	A Excellent	B Above Average	C Average	D Below Average	F Failing	Not Sure / Don't Know
Academic and Life skills	2.0	9%	26%	44%	11%	3%	8%
Communication & Collaboration skills	2.0	9%	26%	43%	10%	3%	9%
Character/Integrity	1.9	9%	24%	41%	11%	6%	9%
Innovation & Creative Thinking	2.0	7%	26%	45%	10%	3%	9%
Resiliency & Adaptability	1.9	8%	22%	45%	10%	5%	11%

Staff (N = 222)

	GPA	A Excellent	B Above Average	C Average	D Below Average	F Failing	Not Sure / Don't Know
Academic and Life skills	3.4	8%	33%	46%	9%	2%	1%
Communication & Collaboration skills	3.2	8%	28%	50%	11%	2%	1%
Character/Integrity	2.9	5%	22%	49%	18%	5%	2%
Innovation & Creative Thinking	2.9	4%	23%	49%	20%	2%	2%
Resiliency & Adaptability	2.8	7%	17%	47%	23%	5%	2%



Portrait of a Graduate



What Is Underway Right Now?

Now that we have defined the Portrait of a Graduate outcomes more specifically, teams of teachers will work throughout the year to use student-friendly age-appropriate language to ensure POG is a conversation in every classroom. Additionally, the District Leadership Teams and Building Leadership teams will collaboratively implement the district's new student-centered PK-12 instructional model that is called "Portrait into Practice." It has 5 main parts that help guide the collaboration and lesson design of our educators, including a focus on literacy across all content areas, whole learner elements, student-centered pathways, mastery-based learning, and high-yield instructional strategies. This framework will align instruction from grade level to grade level, so we are working as one system and it will align to Portrait of a Graduate outcomes. These outcomes ultimately include a combination of the durable POG competencies our students need to be successful, blended with rigorous core content to help lead students to deeper levels of learning and transfer of knowledge and skills to novel situations. This common language and approach to instruction throughout the school system should be a catalyst for higher performance for our students and staff.



What We Must Consider and Prioritize for the Future

- How to integrate more experiences into the student learning environment where POG skills are emphasized and practiced
- Providing students with opportunities to use POG skills outside of the classroom and in the context of daily living
- Helping students see clear and evident relationships between POG skills and various career choices
- How to report development and progression of POG skills to parents
- Helping the entire WC community use POG language

JOURNEY OF A WOLF *Preparing West Clermont Students to be Future Ready*

West Clermont Schools
 Our Vision: Together as one community, we Learn, Lead, Succeed.
 Our Mission: Commit to excellence with every learner every day, every way!
 Our Core Values: Together we are ON THE RISE!
 Relationships
 Innovation
 Student-Centered
 Empowerment

FROM Traditional model TO student-centered model

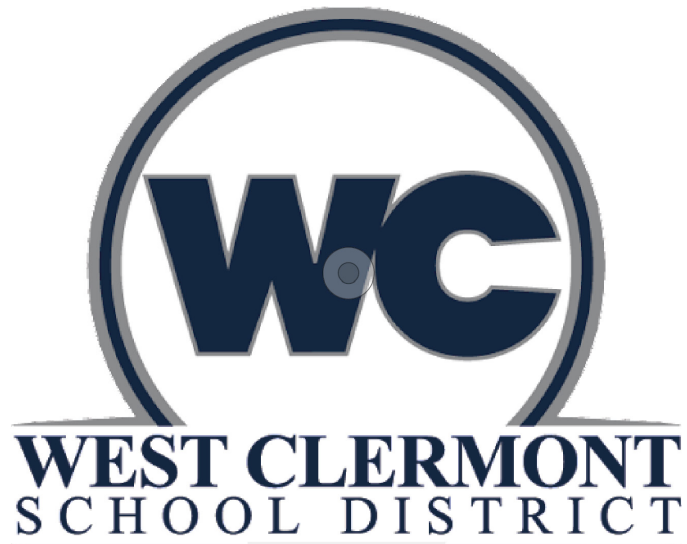
Traditional model	Student-centered model
Mass instruction by a teacher	Self-directed and personalized, collaborative model
Classroom management	Project-based learning
Standardized testing	Student-centered content
Teacher-centered instruction	Student-centered, student and collaborative
Teacher-centered assessment	Formative and summative assessment
Teacher-centered learning	Personalized learning and differentiation
Teacher-centered assessment	Formative and summative assessment
Teacher-centered learning	Personalized learning and differentiation
Teacher-centered assessment	Formative and summative assessment
Teacher-centered learning	Personalized learning and differentiation
Teacher-centered assessment	Formative and summative assessment

ONWARD & UPWARD INVESTMENTS

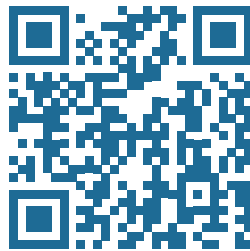
Category	Amount
Capital	\$7.7mm
Operating	\$3.3mm

NEW ENROLLMENT

OUR STUDENTS ARE PREPARED FOR: ENLIST, ENROLL, EMPLOY, ENTREPRENEUR, EDUCATION & CERTIFICATION, CITIZENSHIP & LEADERSHIP, COMMUNICATION & COLLABORATION, CHARACTER & INTEGRITY, LEARNING TO LEARN, SELF-MANAGEMENT, PROBLEM SOLVING, CRITICAL THINKING, CREATIVITY & INNOVATION.



www.westcler.org



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

westcler.org/roadmapreports



Mark your calendars for these **UPCOMING DISTRICT EVENTS**

DATE	LOCATION
September 11	WCMS Student Voice – Academic and Life Skills
September 11	WCMS Building Tour
September 11	BOE Work Session @ WCMS
September 19, 20, 21	Student Focus Groups @ WCHS, WCMS, and Holly Hill
September 21	CAC Meeting
September 25	BOE Business Meeting
September 28	Town Hall @ Clough Pike Elementary
October 17	Merwin Elementary Student Voice – Comm and Collaboration
October 17	Merwin Elementary Building Tour
October 17	BOE Work Session @ Merwin Elementary
October 17, 18, 19, 20	Student Focus Groups @ WCHS, WCMS, WT, and Summerside
October 19	CAC Meeting
October 25	Town Hall @ Holly Hill Elementary
October 30	BOE Business Meeting
November 8, 9, 10	Student Focus Groups @ Amelia, Clough Pike, Merwin
November 9	CAC Meeting
November 16	Clough Pike Elementary Student Voice – Character and Integrity
November 16	Clough Pike Elementary Building Tour
November 16	BOE Work Session @ Clough Pike Elementary
November 28	Town Hall @ Merwin Elementary
December 11	Willowville Student Voice – Innovation and Creative Thinking
December 11	BOE Business Meeting
December 14	CAC Meeting
January 18	Town Hall @ WCMS

Above dates are subject to change. Please check the district website calendar for the most current information.
Visit www.westcler.org/calendar or scan the above QR code.