



Creating Consensus on Vision and Strategy

VBCS 2016 INNOVATION DESTINATION
STRATEGIC PLAN

(FINAL DRAFT)

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I. OVERVIEW:

In the Year 2000, Vandalia-Butler City Schools (hereinafter known VBCS) adopted its first “**Partners for Excellence**” **Strategic Plan**. The plan was updated in 2002 and 2007, as well as in subsequent years to keep pace with developments in educational legislation and district progress on the strategic plan from year to year.

VBCS has maintained “Academic Excellence” in meeting the State of Ohio Content Standards for schools. The District continues to meet its annual progress goals for students.

The Board of Education and Superintendent have also implemented a **2012 Flight Plan for Excellence** which began in 2008. This plan resulted in a major facility renovation program for the District and continued academic leadership in the region.

In July 2011, Strategic Leadership Associates (hereinafter known as SLA) began assisting VBCS in developing its **VBCS 2016 Innovation Destination Strategic Plan** to be accomplished in three phases, including:

- **Phase I – Core Capabilities Assessment**
- **Phase II – Vision and Strategy Development**
- **Phase III – Strategic Action Plan Development**

During the months of July through September 2011, the members of six VBCS assessment and planning teams met to review the future priorities for the following areas of district leadership:

- **Sustained Academic Excellence**
- **Professional Development**
- **Technology Development**
- **Public Engagement**
- **Facilities**
- **Finance and Operations**

The following VBCS assessment and planning team members participated in the core capabilities assessment process:

Sustained Academic Excellence

Judy Abromowitz
Laura Bemus
Jan Blue
Brenda Jo Bowling
Christy Donnelly
Kathy Dunn
Chad Hill
Kreg Hollenbacher
Jim Hooper
Holly Neely
Dan Schall
Brenda Snider
Kristina Sucher
Shannon White

Professional Development

Laura Bemus
Brian Boyd
Nicole Burley
Christy Donnelly
Jonathan Fairs
James Hausfeld
Dan Heaton
Amy Heis
Jim Hooper
Libby Langston
Pat Maloney
Jeff Mesko
Betty Zkeri Moazampour
Dan Schall
Connie Strehle
Bud Zupp

Technology Development

Lisa DeLaet
Christy Donnelly
Chad Hill
Lita House
Tom Lastoskie
Ron Mandelik
David Mohler
Bob Neubauer
Martha Penix
Khamla Ramont
Stuart Ritchie
Mariann Savard
Dan Schall
Melinda Wissel

Public Engagement

Paula Bowers
Tom Doyle
Amy Filc
Rhonda French
Adam Galbraith
Chris Guggenbiller
Chad Hill
Barbara Lamb
Bethany Reiff
Gretchen Rohrer
Dan Schall
Cassie Schoch
Brian Tregoning
Sue Zupp

Facilities

Ron Atkins
Jim DeArmond
Eric Doench
Christy Donnelly
Denny Dyer
Amy Follick
Chad Follick
Jami Glaser
Jim Hartings
Marla Kovacs
Jeanie Kupper
Kevin Moeller
Rob O'Leary
Bob Parks
Dan Schall
Chuck Stewart
Connie Strehle
Paul Wilkey
Mary Kilsheimer (effective June 1, 2012)

Finance and Operations

Kay Altenburger
Steve Clark
Christy Donnelly
Charles Ellington II
Angie Hargett
Brandon Hartley
Tiffany Hiser
Garry Martin
Rob O'Leary
Ryan Rogers
Rick Scherer
Scott Shelton
Jim Smith
Greg Toman
Margee Zimpher

A **Core Capabilities Assessment Report** was developed to summarize these findings. A Strategy Core Team of representatives from each of the assessment teams met on October 7, November 29, and December 15, 2011 to develop the **VBCS 2016 Innovation Destination Strategic Plan** to the Year 2016. Members of the Strategy Core Team include:

Academic Achievement

Lead: Laura Bemus
Judy Abromowitz
Jan Blue
Shannon White

Finance and Operations

Lead: Dan Schall
Tiffany Hiser
Charles Ellington
Scott Shelton

Staff Development

Lead: Connie Strehle
Jon Fairs
Nicole Burley
Jeff Mesko
Brian Boyd

Facilities

Lead: Rob O’Leary
Chad Follick
Jim Hartings

Public Engagement

Lead: Bethany Reiff
Chad Hill
Adam Galbraith
Rhonda French
Chris Guggenbiller

Technology

Lead: Bob Neubauer and David
Mohler
Tom Lastoskie
Martha Penix

A Parent and Community Survey was conducted during January and February 2012 and five Community Listening Sessions were also conducted in January and February to refine and evaluate the priorities of the district. On March 8, 2012, a Leadership Forum was conducted to assist in evaluating the direction of the plan before completing action plans for the future. Planning teams were reassembled in March and April 2012 to develop the recommended action plans.

II. EDUCATIONAL VISION AND MISSION:

Vision

**“Inspiring a passion for learning,
service to community, and success
in an ever-changing world.”**

Mission

**“We empower students with
knowledge, creativity, and skills to
enrich their families, communities,
and careers.”**

III. CORE STRATEGIES:

The following core strategies identify the top level direction for VBCS to the Year 2016. These priorities taken as a whole represent the “one-page” Innovation Destination Strategic Plan. Each of the following core strategies will be supported by a set of strategic objectives and initiatives for implementation over the next five years.

A) Equip Learners with the Skills to Meet High Expectations

Understand each student learner’s needs to equip them with the necessary skills to meet high expectations for career readiness.

B) Promote and Model Lifelong Learning among our Staff

Promote and model lifelong learning among our staff which values their leadership and assures the best educational practices for our students.

C) Provide Students with Real World Technology Experiences

Provide students with the tools they need to succeed in the world through a high level of real world technology uses that reinforce collaboration, communications, and critical thinking.

D) Engage the Community in Pride and Ownership of our Educational Mission

Share a clear understanding of the district, engaging the community as an active part of the pride and ownership of our educational mission.

E) Provide a Positive Learning Environment and Value to the Community through our Facilities

Provide facilities that are a positive learning environment to entice families to move to the community, stay in the community, and return to the community in the future, providing value to residents and businesses.

F) Maintain Superior Financial Ratings, Fiscal Policy, and Business Systems

Maintain superior financial ratings, fiscal policy, and financial and business systems that create a community where people desire to live, work, and educate their children.

IV. STRATEGIC OBJECTIVES AND INITIATIVES:

The following strategic objectives and initiatives represent the major priorities to be addressed by VBCS through the Innovation Destination Strategic Plan over the next five years. These priorities will be further defined and scheduled for implementation in the action plans.

Core Strategy A – Equip Learners with the Skills to Meet High Expectations

- 1. Effectively transition from Ohio Content Standards to “Common Core” in grades K-12. Continue to improve our tools and processes for common assessment.**
- 2. Develop our capacity for on-line classes in the high school for our VBCS students and access by others.**
- 3. Focus our efforts on achieving annual progress of all students through differentiation, especially those with unique and diverse needs.**
- 4. Develop district intervention standards for “Response to Intervention” and other instructional improvement initiatives, including the use of research-based tools for improvement of student progress in math and reading K-12.**
- 5. Develop relationships with select colleges and universities to identify areas of student readiness to prepare future students.**
- 6. Explore and expand our use of non-traditional educational credit options for students (i.e., advanced placement, flex-credit, dual enrollment).**

Core Strategy B – Promote and Model Lifelong Learning among our Staff

- 1. Enhance staff knowledge of emerging technologies and their use in the classrooms and their relevance to students.**
- 2. Reinforce early adoption and staff competency in the “common core” and the related assessment processes.**
- 3. Educate middle and high school staff in expanding opportunities for college credit (flex credit, AP, dual credit, post-secondary placement).**
- 4. Reinforce and implement best practices that reinforce teacher collaboration and planning (PLCs, team time, team planning).**
- 5. Continue to expand our institutes, including staff, the community, and other districts.**
- 6. Explore and develop classroom-based instructional best practices among our staff that enable the most efficient learning outcomes for children.**
- 7. Expand opportunities for teachers to gain credit through collaborative learning.**

8. Expand learning opportunities for classified staff, particularly using vendor supplied training.
9. Evaluate the funding potential for staff development initiatives which educate underserved populations (i.e., diverse populations).

Core Strategy C – Provide Students with Real World Technology Experiences

1. Increase the integration of K-12 technology in classrooms and across campuses, reinforcing student skills (i.e., composition, communication, presentation, research, etc.)
2. Increase operational efficiencies through integrated technology, including finance, business data, H.R., communications, classrooms, etc.
3. Fully maximize technology as a means for differentiated instruction to better individualize instruction for students.
4. Develop our on-line learning and assessment capabilities.
5. Reinforce and educate students on the appropriate use of technology.
6. Evaluate the potential and increase the use of new forms of electronic communications between teachers and parents (Blackboard, Online Communications, Phone Apps, etc.)

Core Strategy D – Engage the Community in Pride and Ownership of our Educational Mission

1. Educate parents and the community on the learning demands of tomorrow's students.
2. Conduct more frequent public forums on various topics of public interest.
3. Create an alumni association and engage alumni in a systematic way as advocates and a public voice.
4. Evaluate the potential of a Scrip gift card program to fund school initiatives, perhaps through an alumni association.
5. Increase regular public communication on changes in funding for schools and their impact on the community.
6. Expand the system of community pride signage and logo wear in VBCS schools and the community.
7. Beyond opening events, implement a plan for increased public access to new facilities.
8. Engage the community through our use of technology (i.e., the media center).

9. Develop community pride signage for local business windows.
10. Resume annual gathering of strategic planning teams for updates.
11. Evaluate the creation of a key communicators' network.

Core Strategy E – Provide a Positive Learning Environment and Value to the Community through our Facilities

1. Re-assess the financial viability and investment in Murlin Heights.
2. In light of Murlin Heights' viability assessment, develop and evaluate options for alternate building scenarios and grade level configurations.
3. Determine long-range facility improvement plans for Smith, Helke, and Murlin Heights (roofing, flooring, windows, lighting, HVAC, technology upgrades, etc.)
4. Complete one year remaining services by Northview School to preschool Board of Developmental Disability students with an alternate plan to serve these students beyond 2011-2012.
5. As feasible, proceed with facility improvements identified for Murlin Heights, including traffic management options.
6. Maintain the current competitive edge in our technology access in each school facility.
7. Study traffic flow patterns and vehicle access alternatives for Smith Middle School.

Core Strategy F – Maintain Superior Financial Ratings, Fiscal Policy, and Business Systems.

1. Explore shared management and financial service options to other school districts.
2. Continue to evaluate economies of scale through technology and systems.
3. Create a more stable financial model for schools, including revenue enhancement and expense reduction.
4. Study the efficient operations of school buildings to determine the needs for potential alternate grade level configuration of buildings and return of preschool children to the district.
5. Explore offering expanded fee-based programs to other districts (summer school, professional development, electives, flex-credit, etc.)
6. Re-evaluate the potential of different taxing models.

V. COMMUNITY REPORT CARD/PERFORMANCE MEASURES:

The following community report card/performance measures represent the specific indicators of success to be used by the Board of Education to evaluate progress on the plan each year. They will also be used to communicate an annual report card to the community on the district.

1. **Meet Adequate Yearly Progress goals of students in each building and the district.**
2. **Maintain both building and district “Excellent” school ratings for the next five years.**
3. **100% of instructional staff designated as highly qualified on ODE Standards each year.**
4. **Favorable annual performance of graduates on:**
 - **Graduation rate that exceeds ODE Standard of 95% each year**
 - **Total average scholarship dollars awarded per graduate that grow by 5% each year above a base of \$4M**
 - **Annual percent increase in college placement rates of our graduates**
 - **Mean ACT Scores of 23 or which exceed state average each year**
5. **Sustain 80% or above in public perception and awareness of the district’s effectiveness on the Parent and Community Satisfaction Survey.**
6. **100% of staff who annually participate in targeted professional development.**
7. **Growth in the percent of classroom teachers per year using a learning management system (i.e., Blackboard) with 100% adoption within three years.**
8. **Annual increased number of educational options for students to earn academic credit.**
9. **Annual progress in district facilities meeting State of Ohio facility standards for schools.**
10. **Established community awareness of facility needs and priorities with a plan to address them.**
11. **Secured alternative funding streams, including partnerships and grants that support our educational mission within three years.**
12. **Increased instances of public engagement with the community each year.**
13. **Increased frequency of placement and communication of district success stories, awards, and achievements for public view.**

VI. MAJOR PROGRAM AND SERVICE AREA FORECASTS:

The following program and service area forecasts reflect an assessment of the requirements of the strategic objectives and initiatives on the operating department and programs of the school district over the next five years. The financial forecast will be reported separately.

A-B) Sustained Academic Excellence and Staff Development Forecast

Now and in the future, the skills and knowledge that our students gain in school have changed and will continue to change. Federal and State mandates, such as No Child Left Behind, IDEIA, Common Core Academic Standards, State Achievement Tests, and State Rating Systems have caused changes in accountability. Technology is constantly evolving and changing the way that students learn and how information is presented. The job market has expanded, requiring that we ensure that every student is college and career ready when they leave Vandalia-Butler City Schools so that they can compete in the global market for jobs.

With the changing world of education, it is imperative that we meet the learning needs of all students. Meeting the needs individual students includes intervention and enrichment opportunities for students, increased use of qualitative and quantitative data to make instructional decisions, alignment of the Common Core standards with teaching, assessments and report cards, improved parent communication, and ongoing professional development for staff. The many changes are also important to communicate to the community, so they will understand our challenges and successes. As a district, the staff at Vandalia-Butler City Schools has been working on these core strategies and building capacity to sustain both progress and achievement for students with increased communication to the community.

Ohio's Superintendent of Public Instruction stated, "Students and educators are no longer bound by classroom walls or bell schedules for learning opportunities. Today's reality is that students use technology for entertainment and social interaction, but the educational community often provides little opportunity or incentive for students to use that same technology for learning. By expanding digital learning options, students can use technology as an education tool to expand their horizons. Changing the way we view education can change results!" Through the 2012 strategic plan, we must expand learning opportunities for our teachers and students that blend face to face learning and virtual learning. The future of our schools depends on new kinds of learning environments for both teachers and students and requires us to rethink time, resources and learning.

As we plan to implement strategic objectives and initiatives, it is imperative that we continue to examine what we have accomplished and what we need to still accomplish with goal setting and action plans. Those items include:

Accomplished	To Do
<ul style="list-style-type: none"> • Formative assessments • Create standards based report card • Staff professional development • District web page developed • Staff awareness of AYP, value-added, and common core standards • Entry year teacher program • Technology training • Review of student data with individual student data folders • Dissemination of data to staff and parents • Comparative data of similar districts • Increased use of technology 	<ul style="list-style-type: none"> • Common core grade level assessments • Update standards based report card to reflect common core • Targeted staff development based on goals, common core standards, and technology • Improved communication through web page • Ongoing staff development on AYP, value-added, and common core standards • Summer entry year teacher program with ODE mentoring changes incorporated • Ongoing and updated technology training for both classified and certified staff • Electronic student data folders for each student with training for data and instruction • Dissemination of data tied to instructional strategies specific to learning targets • Increased communication on comparative data with goal setting • Classes that blend face-to-face and virtual learning

As we work with community, parents, staff and students to prepare our students for college and career readiness, we will continue to communicate and identify current strengths and weaknesses, establish goals and measure our progress toward achieving the prescribed initiatives. We will also continue to work diligently to align our resources with our goals for sustained academic excellence and staff development. Operationally, we will strive to reduce costs while implementing planned strategic objectives and initiatives.

C) Provide Students with Real World Technology Experiences Forecast

The goal of education is to create opportunities for all students to find success in an ever changing world. We are preparing students for jobs that have not been created yet. Technology is not an end result, but the tool or mechanism for achieving results. Students and staff must have sustained access to new technologies to foster growth, increase engagement and improve skills.

The district is developing the infrastructure to increase the integration of technology in classrooms K-12 and across campuses. We are looking to reinforce the integration of technology skills through the development of composition, communication, presentation, and research. We desire to educate our students on the appropriate uses of technology while instructing them on how take precautions and use technology safely.

The district is looking to train staff to fully maximize technology as a means for differentiating instruction to better individualize the delivery of instruction to meet the needs of all students. We are investing in the development of on-line learning and assessment capabilities. We are evaluating the potential of increasing the use of new forms of electronic communications and learning delivery systems between teachers, students and parents.

The district is committed to increasing operational efficiencies by integrating new technology, into the realms of finance, business operations, data analysis, H.R., communications, and classrooms. These efficiencies streamline daily work tasks while providing a return on investment for our tax payers.

As we prepare our students to be college and career ready, technology will be the means that allows us to complete our task. The district understands that it is not about purchasing a specific device or the newest gadget. Technology integration is about providing a sustained opportunity. Students and staff alike need opportunities to experiment with new technologies knowing that there is an infrastructure to support their needs. As a district we would like to infuse technology at all levels of education to challenge, engage and support student learning, and development. Technology fosters innovation and innovation opens doors for our student, staff, and community success.

D) Engage the Community in Pride and Ownership of our Educational Mission Forecast

The stakes are higher than ever when it comes to public engagement. Education has undergone dynamic changes since most of our taxpayers attended school, creating a gap between classroom needs and the public's understanding—and willingness to pay for—those needs. Compounding this are partisan politics at the local, state and national levels that have put public education as a whole on the defensive. As the economic climate continues to squeeze available funds for schools, the public is increasingly demanding more accountability, and not just financially. They want proof beyond the state report card that we are producing results. Taxpayers expect the school district to offer students world-class opportunities, maintain its excellent status, and operate more like a business, all without an increase in taxes.

Finding new means to build support in our community and with our alumni will be vital if we are to meet these challenges and continue to offer world-class opportunities for our students. In effect, we need to engage the community in the pride and ownership of our educational mission. We must improve how we educate our staff members about new concepts and district-wide challenges; inform our parents about classroom, school and district successes and needs; and share our stories and instill district pride in our community at large.

Accomplishing this will require the district to increase brand visibility and offer more opportunities for two-way conversation. We will strengthen connections with our alumni, hold more public meetings, use both public forums and technology to meet our stakeholders where they are, and check in with strategic community resources to provide informational updates. We will find new ways to share our brand with the community through logo wear and signage. And we will create a plan to open our doors to the public on a more frequent basis.

The rapid evolution in communications is creating new challenges—and opportunities—in how we accomplish this. While our surveys show that the community still prefers print communications for district news, we must excel at bridging the gap between print and electronic and social media outlets, between one-way communication and two.

If we are to continue to empower our students with the knowledge, creativity and skills they will need to be successful in all facets of their lives, it is imperative that we gain the support of our stakeholders. We will improve how we educate our community—both internal and external—about the challenges of providing public education in the 21st century. We will strengthen current channels of communication and find new and better methods for reaching our audiences. And above all, we will continue to build pride in our district by sharing success stories that illustrate why we are one of the top districts in the state of Ohio.

E) Provide a Positive Learning Environment and Value to the Community through our Facilities Forecast

The principles of lifelong learning, inclusion, integration, sustainability, connectivity and quality have become catchphrases of educational policy in our state and in our country. With that, they impact the day to day experiences of our students through the curriculum and the learning experiences they encounter. Now and in the future, the skills and knowledge that our students gain in school have changed and will continue to change. With the changing world of education, it is imperative that we meet the educational needs of all students. It is the intent that Vandalia-Butler City Schools meets these needs through the strategic plan. Having quality school facilities is a crucial part of this objective. School buildings have a crucial contribution to make to raising educational achievement.

While factors such as teachers and parental involvement have a huge impact on student learning and achievement, well-designed school facilities can significantly help to improve our students' learning experiences. From kindergarten through twelfth grade, the environment in which our students learn affects their performance, which shapes their future. Research suggests school facilities have a measurable impact on the achievement of our students. On the other hand, poorly designed or maintained buildings threaten to undermine our efforts to provide a top-notch education for our students.

Facilities impact multiple stakeholders. Students need a safe, functional, secure learning environment in which to learn that is equipped to meet the needs of 21st century learning. Staff needs a functional environment to teach students and prepare them for a future that doesn't even yet exist. Parents desire a safe environment for their children that will be conducive to their learning. Community members and taxpayers expect wise spending, pride of ownership, and access to the facilities.

Our students, staff, and schools are juxtaposed in an environment with increasingly higher demands and limited funds to meet the demands. We face a constantly changing environment, increased technological demands, and the need to teach 21st century skills such as creating, problem solving, and technology so that students can be competitive beyond their Vandalia-Butler City Schools education. Through the last strategic plan, our district took huge strides in addressing these areas through the construction projects that have brought about more efficient, comfortable, technology enabled learning environments at Butler High School, Morton Middle School, and the renovated Demmitt Elementary School.

However, as we look forward to striving to create a positive learning environment and value to our community through our school facilities, we have much more to do. To create physical environments that will support the teaching and learning of 21st century skill outcomes, take advantage of new heating and lighting efficiency technologies that match those at Butler, Morton, and Demmitt, we must update our long range facility plans so that Smith Middle, Helke and Murlin Heights Elementary Schools are addressed.

In so doing, we must re-assess the financial viability and investment in Murlin Heights Elementary. To accomplish this, we must determine the building needs with cost estimates that reflect a construction market in which cost has increased dramatically since the projects of our last strategic plan. The information we gain from this, along with the development and evaluation of options for alternate building scenarios/grade level configurations will aid in our decision-making. We must also continue to make improvements to our technology access in each school facility. Further, we must include in our facilities plan the maintenance and upkeep for the facility improvements to take advantage of the efficiencies they were designed to perform. We will strive to align our budget to these strategic outcomes.

Well-designed learning environments have demonstrable impacts on student health, student achievement, and even teacher performance. Research demonstrates that investing in our school facilities is the same as investing in our students. After all, for nine months of each year for thirteen years, school is the place where our children spend the majority of their waking hours.

As we work with staff, students, parents, and community to prepare our students for college and career readiness, we will continue to strive to meet the future needs of our students by offering a positive environment that supports learning and teaching through our facilities.

VII. STRATEGIC ACTION PLANS:

Core Strategy A - Equip Learners with the Skills to meet High Expectations

Key Decisions and Actions	Start Date	Scheduled Completion Date	Responsibility	Objective(s) Supported
1. Align curriculum, report cards, and assessment processes with common core beginning with grades K-2.	Underway	September 2012	<ul style="list-style-type: none"> • Curriculum Department • Teachers • Building Administrators 	A1
2. Implement health and credit recovery programs on-line for the high school.	Underway	September 2012	<ul style="list-style-type: none"> • Curriculum Department • High School Staff 	A2
3. Evaluate on-line software for credit accrual through an on-line academy for alternate delivery of courses to unique populations.	Underway	September 2012	<ul style="list-style-type: none"> • High School Staff • Curriculum Department 	A2
4. Offer dual credit on-line foreign language offerings through UD for the high school.	Underway	September 2012	<ul style="list-style-type: none"> • High School Staff • Curriculum Department 	A2
5. Focus efforts on greater differentiation for those categories of students determined by the federal government as of greatest need for AYP.	Underway	Ongoing	<ul style="list-style-type: none"> • Curriculum Department • All Teachers • All Administrators 	A3
6. Create a more consistent approach to district “response to intervention” processes in buildings (K-12) with value-added components for teacher evaluation in math and reading.	Underway	July 2014	<ul style="list-style-type: none"> • Curriculum Department • Building Administrators • Teachers • Guidance Counselors • School Psychologists 	A4

Key Decisions and Actions	Start Date	Scheduled Completion Date	Responsibility	Objective(s) Supported
7. Expand work with “Learn to Earn” WSU, and Sinclair to build our capacity to capture VBS student graduate data on their readiness for college courses. Refine one instructional process to improve readiness based on findings.	Underway	Ongoing	<ul style="list-style-type: none"> • Curriculum Department • Superintendent 	A5
8. Convene area preschools to work on student readiness expectations for their children to be ready for Kindergarten.	Underway	Ongoing	<ul style="list-style-type: none"> • Curriculum Department • Superintendent 	A5
9. Expand credit earning options for grade 7-12 students (i.e.): <ul style="list-style-type: none"> • Advanced placement on line • Dual credit (i.e., UD) • Credit Flex • Post-secondary enrollment 	Underway	Ongoing	<ul style="list-style-type: none"> • Superintendent • Curriculum Department • Middle School and High School Administrators 	A6
10. Complete curriculum, report card, and assessment processes with common core in grades 3-12.	September 2012	September 2013	<ul style="list-style-type: none"> • Curriculum Department • Teachers • Building Administrators 	A1

Core Strategy B – Promote and Model Lifelong Learning among our Staff

Key Decisions and Actions	Start Date	Scheduled Completion Date	Responsibility	Objective(s) Supported
1. Focus professional development days, “Teletech Tuesdays”, and Summer Institutes on emerging technology for VBCS staff.	Underway	Ongoing	<ul style="list-style-type: none"> • Curriculum Department • Staff • Technology 	B1
2. Train staff on common core and related assessment processes: <ul style="list-style-type: none"> • Year 1 – Grades K-2 • Year 2 – Grades 3-12 	Underway	June 2014 (K-2) June 2014 (3-12)	<ul style="list-style-type: none"> • Curriculum Department • Teachers • Building Principals 	B2
3. Educate staff through staff meetings in each building and newsletters on the range of credit options, primarily for middle and high school students (Flex Credit, Dual Credit, Post-secondary, etc.)	Underway	Ongoing	<ul style="list-style-type: none"> • Curriculum Department • Building Principals 	B3
4. Promote classroom-based best practices to improve student learning outcomes through building level professional development.	Underway	Ongoing	<ul style="list-style-type: none"> • Curriculum Department • Building Teams • Principals 	B6
5. Continue to offer and expand a variety of ways for teachers to collaborate to gain credit for licensure (CEUs, college credit for institutes, Ohio Teach Grants, etc.)	Underway	Ongoing	<ul style="list-style-type: none"> • Superintendent • Curriculum Department 	B7
6. Offer HVAC and other vendor-provided training related to new buildings and facility systems.	Underway	Ongoing	<ul style="list-style-type: none"> • Project Custodian 	B8
7. Continue to expand Summer Institute to serve: <ul style="list-style-type: none"> • VBCS staff • Community residents • Staff of other districts 	June 2012	August 2012 (and each year)	<ul style="list-style-type: none"> • Curriculum Department 	B5

Key Decisions and Actions	Start Date	Scheduled Completion Date	Responsibility	Objective(s) Supported
8. Offer technology training and ERP training for classified staff in summer institutes.	June 2012	August 2012 (ongoing)	<ul style="list-style-type: none"> • Treasurer 	B8
9. Modify teacher schedules to allow common planning time for teachers in teams appropriate to their buildings.	August 2012	May 2013 (ongoing)	<ul style="list-style-type: none"> • Curriculum Department • Building Principals • Superintendent 	B4
10. Develop the district's capacity to provide curriculum-related services utilizing staff within our community or other districts.	August 2012	August 2013 (model in place) August 2014 (services provided)	<ul style="list-style-type: none"> • Treasurer • Superintendent 	B9

Core Strategy C – Provide Students with Real World Technology Experiences

Key Decisions and Actions	Start Date	Scheduled Completion Date	Responsibility	Objective(s) Supported
1. Begin offering high school and middle school online and blended learning offerings (i.e., health, humanities, foreign language).	Underway	Ongoing	<ul style="list-style-type: none"> • Curriculum Department • Technology Department 	C4
2. Work with principals to expand access to technology for student devices. This would begin with a summit for VBCS educators on the effort.	May 2012	August 2012	<ul style="list-style-type: none"> • Technology Team • Principals 	C1, C5
3. Establish written guidelines for technology integration.	May 2012	August 2012	<ul style="list-style-type: none"> • Technology Team • Principals • Teachers 	C1, C5
4. Transform labs, increasing “in classroom” technology, at Butler High School.	August 2012	May 2013	<ul style="list-style-type: none"> • Technology Team • High School Principal • High School Teachers 	C1, C5
5. Develop a rapid content delivery model for teachers using QR coding.	August 2012	May 2013	<ul style="list-style-type: none"> • Technology Team • Curriculum Department 	C1, C5
6. Fully implement new online ERP system with training in place for the Finance Department.	Underway	December 2012 (January 2013 live)	<ul style="list-style-type: none"> • Finance Department • Technology Department 	C2
7. Implement new communications systems through Microsoft Exchange.	Underway	July 2012 (ongoing)	<ul style="list-style-type: none"> • Technology Department • District Employees 	C2
8. Utilize Microsoft SharePoint to provide collaborative systems (PaySmart, Empower, back-up systems, document retention).	May 2012	August 2012	<ul style="list-style-type: none"> • Technology Department • District Employees 	C2

Key Decisions and Actions	Start Date	Scheduled Completion Date	Responsibility	Objective(s) Supported
9. Automate the employee assessment (evaluation) process converting paper files to a database.	September 2012	August 2013	<ul style="list-style-type: none"> • Technology Department • Supervisors • Teachers 	C2
10. Create a methodology for teachers to create curriculum or obtain customized applications for classrooms displacing instructional materials and textbooks.	January 2013	Ongoing	<ul style="list-style-type: none"> • Curriculum Department • Technology Department 	C3
11. Investigate “SCORM” compliance with Pinnacle. Allow teachers and the Board Office greater seamless integration of student assessment data.	August 2013	August 2014	<ul style="list-style-type: none"> • Curriculum Department • Technology Department • Superintendent 	C4

Core Strategy D – Engage the Community in Pride and Ownership of our Educational Mission

Key Decisions and Actions	Start Date	Scheduled Completion Date	Responsibility	Objective(s) Supported
1. Implement spirit wear campaign and home community pride signs for VBCS in time for summer events.	Underway	July 2012	<ul style="list-style-type: none"> • Art Department • Public Relations Coordinator 	D6, D9
2. As part of the VBCS push for community pride, identify specific lists of district accomplishments (i.e., top ten) for widespread promotion in the community.	Underway	August 2012	<ul style="list-style-type: none"> • Superintendent • Public Relations Coordinator 	D1 through D11
3. Engage the Butler High School Class of 2012 in identifying ways to establish a physical legacy of their leadership in the renovated building (i.e., pavers).	May 2012	Annually for each new class	<ul style="list-style-type: none"> • Superintendent • Public Relations Coordinator 	D7
4. Expand community invitations and engagement for an annual memorial event recognizing alumni and families fallen in the line of duty.	May 2012	Annual Event	<ul style="list-style-type: none"> • Public Relations Coordinator • Superintendent • High School Principal 	D7
5. Prepare volunteers for the 2012 levy, including staff and parents providing them with: <ul style="list-style-type: none"> • Talking Points • Key Accomplishments (from above) • Knowledge of district reductions • Parent publications distributed throughout buildings • Forums and events in each building • Neighborhood campaigns (walking) 	May 2012	August 2012	<ul style="list-style-type: none"> • Superintendent • Public Relations Coordinator 	D5

Key Decisions and Actions	Start Date	Scheduled Completion Date	Responsibility	Objective(s) Supported
6. Reach out to special populations for the 2012 levy: <ul style="list-style-type: none"> • Seniors • Township residents • Preschool parents • Residents without students in school • Parents • Absentee ballots 	May 2012	August 2012	<ul style="list-style-type: none"> • Superintendent • Public Relations Coordinator 	D5
7. Link display and tours of new facilities with reunions of Butler High School graduates.	July 2012	Annual Events	<ul style="list-style-type: none"> • Public Relations Coordinator • Superintendent • High School Principal 	D3, D7
8. Expand access to school buildings by hosting different meetings or forums for parents and residents to learn about district priorities (i.e.): <ul style="list-style-type: none"> • Funding • Technology • Learning Strategies • Events and Open Houses 	August 2012	May 2013 (annual plan)	<ul style="list-style-type: none"> • Public Relations Coordinator 	D1, D2
9. Establish a VBCS Alumni Association utilizing social networking, student volunteers, and alumni directory.	August 2012	May 2013	<ul style="list-style-type: none"> • Public Relations Coordinator 	D3
10. Conduct semi-annual review sessions of strategic plan progress engaging strategic planning teams for annual updates	August 2012	Semi-annually	<ul style="list-style-type: none"> • Public Relations Coordinator • Superintendent 	D10
11. Work with Visions Endowment Fund to conduct a major alumni event to be launched in the fall of 2012.	September/October 2012	Annually (and ongoing)	<ul style="list-style-type: none"> • Public Relations Coordinator 	D3
12. Evaluate the creation of a key communicators' network of teachers, parents, community, and business leaders.	December 2012	February 2013 (ongoing)	<ul style="list-style-type: none"> • Superintendent • Public Relations Coordinator 	D11

Key Decisions and Actions	Start Date	Scheduled Completion Date	Responsibility	Objective(s) Supported
13. Develop a more robust electronic communications strategy, including analytics, quick video, and Facebook page.	January 2013	Ongoing	<ul style="list-style-type: none"> Public Relations Coordinator Chief Information Officer 	D8

Core Strategy E – Provide a Positive Learning Environment and Value to the Community through our Facilities

Key Decisions and Actions	Start Date	Scheduled Completion Date	Responsibility	Objective(s) Supported
1. Implement the Board of Developmental Disability preschool program in the Demmitt School Building.	August 2012	Ongoing	<ul style="list-style-type: none"> • Superintendent • Board of Education 	E4
2. Hold on any major facility improvements until fall levy passage of 2012 or 2013, or until operating dollars are secured.	August 2012	January 2013	<ul style="list-style-type: none"> • Superintendent • Treasurer • Board of Education 	E1-E7
3. Continue necessary repairs and minor improvements in existing buildings as needed to operate.	August 2012	May 2013	<ul style="list-style-type: none"> • Superintendent • Treasurer • Board of Education 	E1-E7
4. In light of anticipated 2012/13 personnel cuts, evaluate the feasibility of a grade 5-6/7-8 building scenario at Smith and Morton, addressing temporary classroom needs at Smith.	January 2013	August 2013	<ul style="list-style-type: none"> • Superintendent • Treasurer • Board of Education 	E2-E3
5. Compare ROI of consolidating elementary buildings at Helke and Demmitt with having three buildings with Murlin Heights as a charter school or remaining in its current status. Make a recommendation to the Board of Education on preferred elementary.	January 2013	May 2013	<ul style="list-style-type: none"> • Superintendent • Board of Education • Treasurer 	E1-E2
6. Track maintenance, utilities, and maintenance costs per building beginning FY2012/2013 for a 5-year period. Develop an average cost per building for maintenance, utilities, and repairs for purposes of public communication.	May 2013	Ongoing	<ul style="list-style-type: none"> • Treasurer 	E3

Key Decisions and Actions	Start Date	Scheduled Completion Date	Responsibility	Objective(s) Supported
7. Concentrate annualized cost analysis on the elementary buildings to determine cost savings as part of evaluating the number of needed elementary buildings among Demmitt, Helke, and Murlin Heights.	July 2013	July 2015	<ul style="list-style-type: none"> • Superintendent • Treasurer • Board of Education 	E2-E3
8. Determine the building scenario for Murlin Heights (i.e., charter school) and make the planned renovation improvements to the building.	July 2013	December 2013	<ul style="list-style-type: none"> • Superintendent • Board of Education • Treasurer 	E1-E2
9. Make long-range facility investments for Smith and Helke, including the study of Smith traffic flow improvements as part of the process.	January 2014	May 2014	<ul style="list-style-type: none"> • Superintendent • Board of Education • Treasurer 	E3-E7

Core Strategy F – Maintain Superior Financial Ratings, Fiscal Policy, and Business Systems

Key Decisions and Actions	Start Date	Scheduled Completion Date	Responsibility	Objective(s) Supported
1. Continue to utilize the Financial Advisory Committee to study and review major financial initiatives of VBCS.	Underway	Ongoing	<ul style="list-style-type: none"> • Treasurer 	F1 – F6
2. Continue changes to fundamental operations of the district (food service, latch key, etc.) to assure self-sufficiency.	Underway	July 2012	<ul style="list-style-type: none"> • Treasurer's Office 	F3
3. Implement and expand a shared financial services model with other school districts, including: <ul style="list-style-type: none"> • Treasurer Management/ Accounting • ERP • Pay Smarter The goal is to reduce the cost of operations for participating districts, including VBCS.	Underway	Ongoing	<ul style="list-style-type: none"> • Treasurer's Office 	F1
4. Refine and implement the Empower Performance Pay System for employees to enhance educational excellence and reduce operating costs.	Underway	July 2013	<ul style="list-style-type: none"> • Treasurer's Office • Superintendent 	F1
5. Implement cost center (project accounting) to determine better ROI outcomes on key initiatives.	Underway	Ongoing	<ul style="list-style-type: none"> • Treasurer's Office 	F2
6. Roll out district cost reductions in three phases: <ul style="list-style-type: none"> • Innovations (cost savings) • Operating cost reductions (non-personnel) • Service and program reductions 	May 2012	August 2012	<ul style="list-style-type: none"> • Treasurer's Office • Superintendent 	F3

Key Decisions and Actions	Start Date	Scheduled Completion Date	Responsibility	Objective(s) Supported
7. Evaluate new operational efficiencies of school buildings, including the potential of a grade 5-6 (Smith) middle school and grade 7-8 (Morton) Junior High School to improve use of instructional time and reduce costs.	July 2012	December 2012 (decision) July 2014 (implementation)	<ul style="list-style-type: none"> • Superintendent • Board of Education • Treasurer 	F4
8. Evaluate the long-term benefit of a Murlin Heights full scale renovation and its financial impact on the district in conjunction with a reconfiguration of district buildings.	July 2012	December 2012 (decision) July 2014 (implementation)	<ul style="list-style-type: none"> • Superintendent • Board of Education • Treasurer 	F4
10. Pending the outcome of legislation, continue to develop an array of fee-based programs to offer other school districts, including: <ul style="list-style-type: none"> • Online education • Summer school • Professional development 	January 2013	Ongoing	<ul style="list-style-type: none"> • Treasurer • Superintendent • Board of Education 	F5
9. Convene the Financial Advisory Committee to evaluate the potential of VBCS developing a charter school or schools if financially advantageous and educationally sound.	July 2013	July 2014	<ul style="list-style-type: none"> • Treasurer • Superintendent • Board of Education 	F4
11. Continue to evaluate alternate taxing models to fund schools.	September 2013	Ongoing	<ul style="list-style-type: none"> • Treasurer • Superintendent • Board of Education 	F6

VIII. FIVE-YEAR FINANCIAL FORECAST: (TO BE DEVELOPED)