

Mariemont City School District

District Action Plan 2026-2027 School Year

The Mariemont City School District's work each year is driven by the District Action Plan, developed by the Superintendent in collaboration with the leadership team. Grounded in the *Destination NEXT* strategic plan, the Action Plan translates each Strategic Pathway into a focused set of annual priorities, action steps, timelines, and areas of responsibility.

This plan serves as the district's primary guide for execution, ensuring that daily work remains aligned to long-term direction while maintaining clarity on what must be accomplished this year.

As a living document, the Action Plan is intentionally revisited and refined throughout the year in response to student and staff needs, evolving conditions, and external requirements. While specific actions may adjust, the plan reinforces a consistent commitment to purposeful progress and aligned work across the district.

Mission:

Nurturing potential. Exploring possibilities. Transforming experience.

Vision:

A community that inspires and prepares students to thrive in an everchanging world.

Goal:

Student success will increase through rigorous curriculum design, instructional best practices, meaningful experiences, and purposeful environments that maximize learner autonomy and capacity to thrive.

Beliefs:

Focus on Students

We believe the well-being and success of our students is the cornerstone of our work and that all students deserve world-class opportunities in safe and inclusive environments.

Focus on Teaching & Learning

We believe all students deserve access to enriching opportunities and experiences that maximize learning through best practice.

Focus on Community

We believe in the importance of positive relationships to foster trust and respect and promote partnerships that enhance the student experience.

Focus on Results

We believe high expectations and continuous improvement should define all aspects of our work.

Strategic Pathway #1: Teaching & Learning

A focus on ensuring high-quality, engaging, and rigorous learning experiences for every student. This pathway prioritizes instructional excellence, deeper learning, and practices that maximize student growth and achievement.

Annual Key Performance Indicators:

- Student performance and academic growth measured through proficiency on state assessments, district performance trends, and value-added progress over time.
- Student perceptions of engagement, challenge, relevance, and opportunities for voice and choice within the learning experience.
- Student participation and success in advanced coursework, readiness benchmarks, credential attainment, and postsecondary preparation indicators.
- Staff retention, professional development engagement, and educator perceptions of instructional support and growth.

Implementation Priorities for the 2026-2027 School Year

Action Step	Action Step Leader	Key Contributors			
1. Align teacher evaluation practices (OTES) with the priorities, instructional expectations, and desired outcomes identified in <i>Destination NEXT</i>.	Shannon Kromer	Colleen Herking, Jim Renner, Trevor Block, Aaron Pfeffenberger, Courtney Miller, Holly Zimmerman, John Hill, Emily James, Maggie Perkins			
		Implementation Timeline			
		Jun-Aug	Sept-Nov	Dec-Feb	Mar-May
			X	X	X

Evidence of Successful Implementation

- Revised OTES framework and supporting tools developed.
- Administrator calibration and training completed.
- Evaluation practices that consistently reflect Destination NEXT priorities.

Action Step	Action Step Leader	Key Contributors			
2. Explore opportunities to expand College Credit Plus (CCP), Career and Technical Education (CTE), and other college credit-bearing courses taught by Mariemont City Schools teachers.	Shannon Kromer	Jim Renner, Trevor Block, Aaron Pfeffenberger, Autumn Richards, Colleen Herking			
		Implementation Timeline			
		Jun-Aug	Sept-Nov	Dec-Feb	Mar-May
			X	X	

Evidence of Successful Implementation

- College & credentialing work group established.
- Potential program opportunities identified and evaluated.
- Staff qualifications, licensure, and partnership requirements reviewed.
- Recommendations and implementation options developed.

Action Step	Action Step Leader	Key Contributors			
3. Evaluate instructional technology practices, artificial intelligence use, and future technology priorities, and update the district technology guide.	Shannon Kromer	Brent Wise, Colleen Herking, Jim Renner, Trevor Block, Aaron Pfeffenberger, Courtney Miller, Holly Zimmerman, John Hill, Emily James, Maggie Perkins			
		Implementation Timeline			
		Jun-Aug	Sept-Nov	Dec-Feb	Mar-May
			X	X	X

Evidence of Successful Implementation

- District technology workgroup and taskforce established.
- Audit of current instructional technology and artificial intelligence practices completed.
- District technology guide updated.
- Recommendations developed to guide future technology decisions and investments.

<i>Action Step</i>	<i>Action Step Leader</i>	<i>Key Contributors</i>			
4. Develop and implement professional development activities to deepen understanding and communicate expectations for the use of the <i>Destination NEXT</i> Characteristics of a Successful Student and Characteristics of a High-Performing Teacher.	Shannon Kromer	Colleen Herking, Jim Renner, Trevor Block, Aaron Pfeffenberger, Courtney Miller, Holly Zimmerman, John Hill, Emily James, Maggie Perkins			
		<i>Implementation Timeline</i>			
	<i>Jun-Aug</i>	<i>Sept-Nov</i>	<i>Dec-Feb</i>	<i>Mar-May</i>	
	X	X	X	X	
<i>Evidence of Successful Implementation</i>					
- Characteristics of a Successful Student and Characteristics of a High-Performing Teacher communicated to stakeholders. - Professional learning, coaching, and collaborative planning aligned to the characteristics. - Classroom observations, feedback processes, and instructional supports consistently reflect the characteristics across all schools. - Student learning experiences and instructional practices demonstrate alignment to the district's expectations for teaching and learning.					
<i>Action Step</i>	<i>Action Step Leader</i>	<i>Key Contributors</i>			
5. Implement the K–2 Eureka Math curriculum to align instructional practice and maximize student understanding.	Shannon Kromer	Colleen Herking, Maggie Perkins, Courtney Miller, Holly Zimmerman, John Hill			
		<i>Implementation Timeline</i>			
	<i>Jun-Aug</i>	<i>Sept-Nov</i>	<i>Dec-Feb</i>	<i>Mar-May</i>	
	X	X	X	X	
<i>Evidence of Successful Implementation</i>					
- Eureka Math implemented across grades K-2. - Professional development and implementation supports provided to teachers.					
<i>Action Step</i>	<i>Action Step Leader</i>	<i>Key Contributors</i>			
6. Develop a compacted grade 7/8 mathematics course aligned with Senate Bill 19 acceleration requirements (to be implemented 2027-2028 school year).	Colleen Herking	Shannon Kromer, Steve Phelps, Aaron Pfeffenberger			
		<i>Implementation Timeline</i>			
	<i>Jun-Aug</i>	<i>Sept-Nov</i>	<i>Dec-Feb</i>	<i>Mar-May</i>	
		X	X		
<i>Evidence of Successful Implementation</i>					
- Compacted course developed and approved. - Placement criteria and communication materials developed for students and families.					
<i>Action Step</i>	<i>Action Step Leader</i>	<i>Key Contributors</i>			
7. Develop and implement a standardized process for reviewing, approving, and implementing new courses and instructional resources.	Shannon Kromer	Colleen Herking, Jim Renner, Trevor Block, Aaron Pfeffenberger, Courtney Miller, Holly Zimmerman, John Hill, Emily James, Maggie Perkins			
		<i>Implementation Timeline</i>			
	<i>Jun-Aug</i>	<i>Sept-Nov</i>	<i>Dec-Feb</i>	<i>Mar-May</i>	
		X	X		
<i>Evidence of Successful Implementation</i>					
- District procedures and review criteria developed and documented. - Resource proposal and approval guide implemented district-wide. - New course and resource requests consistently evaluated through the established process.					

Action Step		Action Step Leader		Key Contributors	
8. Research future K–8 elective and specials opportunities that align with student interests and district priorities.	Colleen Herking		Brent Wise, Shannon Kromer, Jim Renner, Trevor Block, Aaron Pfeffenberger, Courtney Miller, Holly Zimmerman, John Hill		
	Implementation Timeline				
	Jun-Aug	Sept-Nov	Dec-Feb	Mar-May	
		X	X		
Evidence of Successful Implementation					
- Electives/specials work group established. - Research of comparable district programs completed. - Opportunities and recommendations identified. - Implementation plan and timeline developed.					
Action Step		Action Step Leader		Key Contributors	
9. Enhance district-wide training protocols and supports for Tier 2 and Tier 3 instruction.	Jen Hrovat		Tami Croll, Holly Zimmerman		
	Implementation Timeline				
	Jun-Aug	Sept-Nov	Dec-Feb	Mar-May	
		X	X	X	
Evidence of Successful Implementation					
- District framework for intervention training established. - Staff professional development plan developed and implemented. - Intervention processes and supports consistently implemented.					
Action Step		Action Step Leader		Key Contributors	
10. Review the district's valedictorian and salutatorian practices, and develop recommendations for future academic recognitions.	Brent Wise		Jim Renner, Trevor Block, Autumn Richards		
	Implementation Timeline				
	Jun-Aug	Sept-Nov	Dec-Feb	Mar-May	
		X	X		
Evidence of Successful Implementation					
- Academic recognition task force established and representative stakeholder input collected. - Current practices and comparable district models reviewed. - Recommendations and timeline developed.					
Action Step		Action Step Leader		Key Contributors	
11. Research and develop enhanced teacher onboarding, support, and retention practices to strengthen recruitment and long-term success.	Brent Wise		Shannon Kromer, Lance Hollander		
	Implementation Timeline				
	Jun-Aug	Sept-Nov	Dec-Feb	Mar-May	
	X	X	X	X	
Evidence of Successful Implementation					
- Updated onboarding and mentoring structures implemented. - New teacher feedback collected and analyzed annually. - Teacher retention data reviewed annually and used to inform improvement efforts. - Recommendations developed to improve recruitment, retention, and staff support.					

Strategic Pathway #2: Positive Culture & Well-Being

A commitment to fostering safe, supportive, and inclusive environments where students and staff can thrive. This pathway emphasizes belonging, wellness, and strong relationships as foundations for learning and performance.

Annual Key Performance Indicators:

- Student, staff, and family perceptions of wellness, belonging, support, and opportunities for voice within the school community.
- Student participation in school-sponsored activities and access to meaningful relationships with trusted adults.
- Staff and community perceptions of school culture, restorative practices, and the district's responsiveness to needs and concerns.
- Behavioral trends reflected through discipline data, restorative responses, and positive behavior recognition practices.

Implementation Priorities for the 2026-2027 School Year

<i>Action Step</i>	<i>Action Step Leader</i>	<i>Key Contributors</i>			
1. Develop and implement a district-wide PBIS framework that aligns behavioral expectations, supports, and intervention practices across all schools.	Amanda McHugh	Trevor Block, Aaron Pfeffenberger, Holly Zimmerman, John Hill			
		<i>Implementation Timeline</i>			
		<i>Jun-Aug</i>	<i>Sept-Nov</i>	<i>Dec-Feb</i>	<i>Mar-May</i>
			X	X	X

Evidence of Successful Implementation

- District PBIS team established and meeting regularly.
- Common expectations, behavioral supports, and response procedures implemented across schools.
- Student voice incorporated into PBIS planning and continuous improvement efforts.

<i>Action Step</i>	<i>Action Step Leader</i>	<i>Key Contributors</i>			
2. Enhance mental health partnerships and coordination of student support services across the district.	Tami Croll	Amanda McHugh			
		<i>Implementation Timeline</i>			
		<i>Jun-Aug</i>	<i>Sept-Nov</i>	<i>Dec-Feb</i>	<i>Mar-May</i>
		X			

Evidence of Successful Implementation

- Community mental health partnerships expanded and maintained.
- Communication plan developed and implemented to increase family awareness of available supports.
- Student support systems reviewed regularly to ensure effectiveness and continuity of care.

<i>Action Step</i>	<i>Action Step Leader</i>	<i>Key Contributors</i>			
3. Implement a district-wide trusted adult framework that ensures every student has a meaningful connection with a trusted adult in the school community.	Amanda McHugh	Tami Croll, Jim Renner, Trevor Block, Aaron Pfeffenberger, Courtney Miller, Holly Zimmerman, John Hill			
		<i>Implementation Timeline</i>			
		<i>Jun-Aug</i>	<i>Sept-Nov</i>	<i>Dec-Feb</i>	<i>Mar-May</i>
			X	X	X

Evidence of Successful Implementation

- Trusted adult training provided to all staff.
- Building-level processes established to identify and monitor student connections.
- Student participation and connection data reviewed and shared.

<i>Action Step</i>	<i>Action Step Leader</i>	<i>Key Contributors</i>			
4. Strengthen attendance practices to improve family communication, student engagement, and early intervention.	<i>Amanda McHugh</i>	<i>Lance Hollander, Tami Croll, Jim Renner, Trevor Block, Aaron Pfeffenberger, Courtney Miller, Holly Zimmerman, John Hill</i>			
	<i>Implementation Timeline</i>				
	<i>Jun-Aug</i>	<i>Sept-Nov</i>	<i>Dec-Feb</i>	<i>Mar-May</i>	
	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	
<i>Evidence of Successful Implementation</i>					
• District attendance practices and intervention protocols established. • Attendance data incorporated into regular MTSS reviews. • Family communication and education resources implemented and utilized.					
<i>Action Step</i>	<i>Action Step Leader</i>	<i>Key Contributors</i>			
5. Strengthen opportunities for staff feedback, engagement, and collaborative decision-making.	<i>Amanda McHugh</i>	<i>Brent Wise, Lance Hollander</i>			
	<i>Implementation Timeline</i>				
	<i>Jun-Aug</i>	<i>Sept-Nov</i>	<i>Dec-Feb</i>	<i>Mar-May</i>	
		<i>X</i>	<i>X</i>	<i>X</i>	
<i>Evidence of Successful Implementation</i>					
• Regular staff feedback opportunities developed and implemented through surveys, focus groups, and listening sessions. • Staff recognition practices aligned to <i>Destination NEXT</i> developed and utilized. • Feedback themes reviewed and used to inform district decisions.					

Strategic Pathway #3: Life & Leadership Readiness

A focus on preparing students with the skills, experiences, and dispositions needed for success beyond graduation. This pathway emphasizes leadership development, real-world learning, and readiness for college, career, and life.

Annual Key Performance Indicators:

- Student participation in experiential learning opportunities and access to authentic, real-world experiences across grade levels.
- Participation of alumni and community partners in district experiences, mentorship, and partnership opportunities.
- Student progress toward grade-band career benchmarks, postsecondary planning, and preparation for college, career, workforce, and military pathways.
- Implementation of consistent leadership structures, student leadership opportunities, and leadership-focused development across co-curricular programs.

Implementation Priorities for the 2026-2027 School Year

Implementation Plan for the 2020-2021 School Year				
Action Step	Action Step Leader		Key Contributors	
1. Implement the Expert in Residence and Community Partner Network program to expand student access to industry professionals, real-world learning experiences, and community connections.	Brian Sugerman		Brent Wise, Autumn Richards	
	Implementation Timeline			
	Jun-Aug	Sept-Nov	Dec-Feb	Mar-May
	X	X	X	X

Evidence of Successful Implementation

- Experts and community partners across multiple fields identified and engaged.
- Community partner database and access process developed for staff use.
- Student participation opportunities expanded.

<i>Action Step</i>	<i>Action Step Leader</i>		<i>Key Contributors</i>	
2. Audit extracurricular clubs, activities, and student leadership opportunities and develop recommendations to strengthen participation, leadership development, and student engagement.	Brian Sugerman		Trevor Block, Aaron Pfeffenberger, Holly Zimmerman, John Hill	
	<i>Implementation Timeline</i>			
	<i>Jun-Aug</i>	<i>Sept-Nov</i>	<i>Dec-Feb</i>	<i>Mar-May</i>
		X	X	

Evidence of Successful Implementation

- Audit of participation, leadership structures, and opportunities completed.
- Current student leadership opportunities identified and reviewed.
- Strengths, gaps, and opportunities documented.
- Recommendations developed to improve student access, leadership development, and engagement.

<i>Action Step</i>	<i>Action Step Leader</i>		<i>Key Contributors</i>	
3. Research successful alumni engagement models and identify best practices for strengthening alumni connections.	<i>Brian Sugerman</i>		<i>Jim Renner</i>	
	<i>Implementation Timeline</i>			
	<i>Jun-Aug</i>	<i>Sept-Nov</i>	<i>Dec-Feb</i>	<i>Mar-May</i>
		X	X	

Evidence of Successful Implementation

- Successful alumni engagement models researched and reviewed.
- Meetings conducted with organizations demonstrating effective alumni programming.
- Recommendations developed for future district consideration.

Action Step		Action Step Leader		Key Contributors	
4. Prepare for the launch of Warriors BEleaders through the refinement and development of a comprehensive K–12 continuum of career benchmarks and leadership skills.	Brian Sugerman		Colleen Herking, Shannon Kromer, Jim Renner, Trevor Block, Aaron Pfeffenberger, Courtney Miller, Holly Zimmerman, John Hill, Amanda McHugh		
	Implementation Timeline				
	Jun-Aug	Sept-Nov	Dec-Feb	Mar-May	
		X	X		
Evidence of Successful Implementation					
- Benchmarks identified and organized into a district framework. - Supporting resources and professional development opportunities developed. - Scope and sequence developed to guide student experiences across grade levels.					
Action Step		Action Step Leader		Key Contributors	
5. Review and develop an implementation plan for a K–12 durable skills scope and sequence.	Shannon Kromer		Brent Wise, Brian Sugerman, Jen Hrovat, Jim Renner, Trevor Block, Aaron Pfeffenberger, Courtney Miller, Holly Zimmerman, John Hill, Colleen Herking		
	Implementation Timeline				
	Jun-Aug	Sept-Nov	Dec-Feb	Mar-May	
			X	X	
Evidence of Successful Implementation					
- Durable skills scope and sequence created. - Alignment to existing curriculum and student experiences completed. - Implementation recommendations developed.					
Action Step		Action Step Leader		Key Contributors	
6. Explore opportunities to redesign and reimagine learning spaces in the elementary schools and junior high school to better align with district priorities and student interests.	Brent Wise		Shannon Kromer, Lance Hollander, Aaron Pfeffenberger, Courtney Miller, Holly Zimmerman, John Hill, Colleen Herking		
	Implementation Timeline				
	Jun-Aug	Sept-Nov	Dec-Feb	Mar-May	
		X	X	X	
Evidence of Successful Implementation					
- Research and stakeholder input collected regarding future learning environments. - Design priorities and opportunities identified. - Recommendations and implementation considerations developed.					

Strategic Pathway #4: Family & Community Connections

A commitment to strengthening partnerships with families and the broader community. This pathway focuses on communication, collaboration, and shared responsibility for student success.

Annual Key Performance Indicators:

- Participation in onboarding and mentorship opportunities, family belonging perceptions, and engagement with district welcome resources.
- Student perceptions of belonging and connection, including analysis of students with limited involvement in traditional school activities.
- Family perceptions of communication clarity, timeliness, and usefulness from schools and staff
- Family participation in engagement opportunities and use of district communication platforms and resources.

Implementation Priorities for the 2026-2027 School Year

Action Step	Action Step Leader		Key Contributors	
1. Explore options for a streamlined district communication suite that improves stakeholder access to information and engagement.	Alex Zmina		Brent Wise	
	Implementation Timeline			
	Jun-Aug	Sept-Nov	Dec-Feb	Mar-May
	X	X	X	X
Evidence of Successful Implementation				
- Review of current communication tools and practices completed. - Recommended communication platform and implementation plan developed. - Transition plan established for future deployment.				
Action Step	Action Step Leader		Key Contributors	
2. Create and administer a parent education and resource survey to better understand family needs and guide future programming.	Brent Wise		Shannon Kromer, Colleen Herking, Tami Croll, Amanda McHugh	
	Implementation Timeline			
	Jun-Aug	Sept-Nov	Dec-Feb	Mar-May
			X	
Evidence of Successful Implementation				
- Parent survey developed and administered. - Survey results analyzed and shared. - Recommendations developed to inform future programming and outreach efforts.				
Action Step	Action Step Leader		Key Contributors	
3. Pilot structured engagement forums with key community stakeholder groups to strengthen communication and gather feedback.	Alex Zmina		Brent Wise, Lance Hollander, Brian Sugerman	
	Implementation Timeline			
	Jun-Aug	Sept-Nov	Dec-Feb	Mar-May
			X	
Evidence of Successful Implementation				
- Stakeholder engagement forums conducted throughout the year. - Common discussion protocols and communication resources developed. - Feedback themes documented and used to inform district planning and decision-making.				
Action Step	Action Step Leader		Key Contributors	
4. Develop a coordinated district approach for identifying, supporting, and connecting families experiencing financial need with available resources.	Amanda McHugh		Brent Wise, Tami Croll	
	Implementation Timeline			
	Jun-Aug	Sept-Nov	Dec-Feb	Mar-May
	X			
Evidence of Successful Implementation				
- Existing supports and resources inventoried and reviewed. - Consistent referral and support procedures established. - Family access to services and resources improved through centralized processes.				

<i>Action Step</i>	<i>Action Step Leader</i>	<i>Key Contributors</i>			
5. Conduct an audit of the district's new-family experience to identify opportunities for strengthening first impressions and onboarding.	<i>Brent Wise</i>	<i>Jim Renner, Aaron Pfeffenberger, Courtney Miller, John Hill</i>			
	<i>Implementation Timeline</i>				
	<i>Jun-Aug</i>	<i>Sept-Nov</i>	<i>Dec-Feb</i>	<i>Mar-May</i>	
		<i>X</i>	<i>X</i>		
<i>Evidence of Successful Implementation</i>					
- Audit of current new-family practices completed. - Feedback collected from former new families. - Recommendations developed to strengthen onboarding and first impressions.					
<i>Action Step</i>	<i>Action Step Leader</i>	<i>Key Contributors</i>			
6. Identify opportunities to expand cross-grade and cross-school partnerships that strengthen student connections and learning experiences.	<i>Brent Wise</i>	<i>Shannon Kromer, Colleen Herking, Tami Croll, Jim Renner, Trevor Block, Aaron Pfeffenberger, Courtney Miller, Holly Zimmerman, John Hill</i>			
	<i>Implementation Timeline</i>				
	<i>Jun-Aug</i>	<i>Sept-Nov</i>	<i>Dec-Feb</i>	<i>Mar-May</i>	
			<i>X</i>	<i>X</i>	
<i>Evidence of Successful Implementation</i>					
- Existing opportunities identified and cataloged. - New partnership opportunities developed and implemented. - Student participation and engagement opportunities increased across grade levels.					
<i>Action Step</i>	<i>Action Step Leader</i>	<i>Key Contributors</i>			
7. Explore and recommend options for a modernized student achievement dashboard that improves access to student performance information.	<i>Trevor Block</i>	<i>Brent Wise, Shannon Kromer, Tami Croll</i>			
	<i>Implementation Timeline</i>				
	<i>Jun-Aug</i>	<i>Sept-Nov</i>	<i>Dec-Feb</i>	<i>Mar-May</i>	
		<i>X</i>	<i>X</i>		
<i>Evidence of Successful Implementation</i>					
- Potential vendors and platforms evaluated. - Desired features and stakeholder needs identified. - Recommendation and implementation timeline developed.					
<i>Action Step</i>	<i>Action Step Leader</i>	<i>Key Contributors</i>			
8. Define a family mentorship program for new district families and develop a plan for future implementation.	<i>Brent Wise</i>	<i>Alex Zmina, Jim Renner, Aaron Pfeffenberger, Courtney Miller, John Hill</i>			
	<i>Implementation Timeline</i>				
	<i>Jun-Aug</i>	<i>Sept-Nov</i>	<i>Dec-Feb</i>	<i>Mar-May</i>	
			<i>X</i>	<i>X</i>	
<i>Evidence of Successful Implementation</i>					
- Program framework, expectations, and support structures established. - Stakeholder feedback collected and incorporated into program design. - Implementation timeline developed for future rollout.					