

Caldwell Exempted Village School District
Ohio Improvement Plan
2009 - 2014

The OIP district plan was presented and endorsed by our Board of Education on March 11, 2010 at their monthly meeting.

Introduction to the Ohio Improvement Process

The vision of the Ohio Department of Education & Caldwell School District is

“Higher achievement for all students.”

Each district is working toward that end, as well as to ensure equitable access to high quality instruction for all student groups in keeping with federal and state law. Continuous improvement planning is the core process for improving instructional practice, leading to higher achievement for all students. To guide the work, ten planning principles are established. These are:

- 1. Follow board adopted district policy on planning.**
- 2. Align vision, mission and goals. Every step of the continuous improvement planning process should be guided by the vision and mission of the district.**
- 3. Commit to a continuous process and use the plan as a living and dynamic document.**
- 4. Move past preference and opinion by relying on quality data and data interpretation. An effective planning process is predicated on the ability of the district to use (collect, organize, analyze and utilize) data to identify its highest priority needs for improved student achievement.**
- 5. Keep documentation for each planning phase.**
- 6. Use a collaborative, collegial process. Every plan gets its strength from the people who are committed to it. To make sure the plan will yield results, engage many parts of the community in understanding the plan, helping you make it stronger, and ultimately becoming invested in making it work.**
- 7. Communicate with those who are affected by the success of the district at each planning phase.**
- 8. Produce one, focused plan that directs all district work and resources.**
- 9. Expect substantive changes in performance and behavior as a result of implementing, monitoring and evaluating the process and plan. The purpose of having a well thought through planning process is to produce a plan that, if implemented with fidelity, will change student and adult behaviors that lead to improved student performance.**
- 10. Allow for customization of the process based on district context.**

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The Ohio Improvement Plan for CEVSD is as follows:

Stage 1: Identify Needs of the District & Schools

Our areas of concern were Reading, Math, and Climate of the district.

Stage 2: Develop a Focused Plan

The District Leadership Team established 3 GOALS:

1. **READING:** By 2012, all students will improve performance on the achievement assessments by 10% each year.
2. **MATH:** By 2012, all students will improve performance on the achievement assessments by 10% each year.
3. **CLIMATE :** By 2014, CEVSD will provide learning environments that are safe, inviting, and promote high expectations for all students, as evidenced by 96% graduation rate, 96% attendance rate, and a 10% decrease in the suspension rate.

Under each goal, using the data given, we have developed strategies that will help us meet those goals.

- **READING & MATH:**
 - Create curriculum maps for each grade level to provide for a rigorous and enriching core curriculum in Reading/Language Arts & Math
 - Use effective and research based strategies/materials in the classroom.
 - Monitor and analyze our progress while providing intervention where needed.
 - Provide *Highly Qualified Professional Development* for the areas listed above.
- **CLIMATE:**
 - Develop strategies to promote a greater understanding of district needs and open communication among *all stakeholders* at CEVSD.
 - Study, develop and implement research-based attendance policy district-wide.
 - Develop early identification of and prevention strategies to decrease our drop-out rate.
 - Create and communicate a research- based positive behavior plan that is utilized with the staff: K-4, 5-8, 9-12.
 - Provide *Highly Qualified Professional Development* for the areas listed above.

Stage 3: Implement the Plan

Our district leadership team established the goals and with the support of the Board of Education, Building Leadership Teams and Sub-groups will begin to meet these goals.

Stage 4: Monitor our Success and Areas of Continued Need

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| Superintendent & Board of Education | | |
| District Leadership Team <i>Meeting Quarterly</i> | | |
| Building Leadership Team Grades K-4 <i>Meeting Monthly</i> | Building Leadership Team Grades 5 -8 <i>Meeting Monthly</i> | Building Leadership Team Grades 9 – 12 <i>Meeting Monthly</i> |
| GOAL Sub groups | GOAL Sub groups | GOAL Sub groups |