

Each Child, Our Future.

CARROLLTON

EXEMPTED VILLAGE
SCHOOL DISTRICT

2020-2025 STRATEGIC PLAN

MISSION

Each child, our future. Students are challenged, prepared and empowered for success in a global society.

VISION

To inspire every student with a passion for learning, personal integrity, civic responsibility, and a commitment to excellence.

FOCUS AREAS

1: Student Achievement, Excellent Educators & Instructional Practices

- 
- Increase the percentage of students who meet or exceed grade-level standard and/or proficient rating by 3% per year in each core subject area
 - Close the achievement gap for all students including our subgroups: all students, white-non hispanic, economically disadvantaged, students with disabilities
 - Develop and implement programs, activities, and experiences to ensure students have life skills to prepare them for success
 - Increase teacher understanding and use of research-based and evidence based teaching strategies
 - Monitor appropriate integration of technology into classrooms “High Quality” Technology Integrated Classrooms
 - Increase teacher understanding and use of data to inform instruction

2: School Community & Partnerships

- 
- Communicate regularly with community stakeholders through a variety of outlets
 - Provide a school/community partnership for environmental awareness, learning, and wellness at the Outdoor Learning Center on the CHS-CMS Campus
 - Complete the design phase, fund, and construct the Elementary PK-5 wing at the Carrollton Campus

3: School Culture & Climate

- 
- Create a safe, secure, and welcoming environment in all of our buildings and on school busses
 - Educate students and families about internet safety
 - Focus on the well-being of our students and their social and emotional learning (SEL) through prevention education

4: Finances

- 
- Provide and heed financial advice to maintain fiscal responsibility
 - Maintain processes and controls that secure and account for all financial resources and inventoried items.
 - Provide timely financial information to our entire school community



2020-2025 STRATEGIC PLAN

Student Achievement, Excellent Educators & Instructional Practices

1. Increase the percentage of students who meet or exceed grade-level standard and/or proficient rating by 3% per year in each core subject area
 - Implement Ohio's learning standards primarily using core curriculum
 - Communicate learning targets to students
 - Verbally in the classroom
 - Post learning targets daily in classroom
 - Teachers communicate with students' parents/guardians
 - Set student growth goals for each NWEA MAP testing session
 - Celebrate student success
2. Close the achievement gap for all students including our subgroups: all students, white-non hispanic, economically disadvantaged, students with disabilities
 - Implement intervention strategies in reading and math for students below proficient
3. Develop and implement programs, activities, and experiences to ensure students have life skills to prepare them for success
 - Encourage pursuit of a trade at Buckeye Career Center
 - Expand College Credit Plus (CCP) Courses and college and career readiness
 - Improve workforce development, mentorships, community and business partnerships
3. *Conti* Develop and implement programs, activities, and experiences to ensure students have life skills to prepare them for success
 - Support and continue to increase STEM course offerings
 - Implement ODE's new graduation requirements 2020-2023
4. Increase teacher understanding and use of research-based and evidence based teaching strategies
 - Provide professional development
 - Use board adopted curriculum for core instruction
 - Create and utilize common assessments/pacing guides
5. Monitor appropriate integration of technology into classrooms "High Quality" Technology Integrated Classrooms
 - Provide 1:1 Devices
 - Monitor device usage to ensure that screen time is age-appropriate
6. Increase teacher understanding and use of data to inform instruction
 - Create and Utilize short cycle, formative, and common assessments
 - Provide professional development (PD) and data training on data analysis
 - Share best practices

School Community & Partnerships

1. Communicate regularly with community stakeholders through a variety of outlets
 - Ensure that parent information on the district website, Facebook, and Twitter is current
 - Mail quarterly newsletter (POWER Profiles)
 - Post on website and mail district calendar annually
2. Provide a school/community partnership for environmental awareness, learning, and wellness at the Outdoor Learning Center on the CHS-CMS Campus
 - Utilize business/community partnerships/advisory committee
 - Recruit and develop teachers and volunteers for outdoor learning curriculum
2. *Conti* - Provide a school/community partnership for environmental awareness, learning, and wellness at the Outdoor Learning Center on the CHS-CMS Campus
 - Promote student participation in outdoor courses
3. Complete the design phase, fund, and construct the Elementary PK-5 wing at the Carrollton Campus
 - Schedule new school community and district planning team meetings
 - Pass a Bond Issue



Each Child, Our Future.

CARROLLTON

EXEMPTED VILLAGE
SCHOOL DISTRICT

2020-2025 STRATEGIC PLAN



School Culture and Climate

1. Create a safe, secure, and welcoming environment in all of our buildings and on school busses
 - Provide continuous training with all staff to strengthen our safety and security measures
 - Ensure positive customer service relationships Direct safety training/drills for all staff (Run, Hide, Fight)
 - Verify visible and interactive SROs in buildings
 - Require visitor and employee badges
 - Continue communication tools and tiplines for parents/students/staff/community: (Safe Schools Helpline and Say Something Tipline)
 - Direct workplace safety/OSHA/BWC conditions
 - Inform parents, teachers, and the community periodically for any bus safety issues and/or updates.
 - Practice bus safety for students and drivers daily. Implement and practice monthly safety “tailgate meetings” to ensure proper support for policies and education to influence safer driving behaviors.
2. Educate students and families about internet safety
 - Offer staff and parent awareness meetings/webinars with experts
 - Teach students the technology usage expectations
3. Focus on the well-being of our students and their social and emotional learning (SEL) through prevention education
 - Increase PBIS environments building-wide at CES and CHS/CMS
 - Promote a Growth Mindset
 - Support Community Mental Health partnership
 - Support CARE Team
 - Promote Whole Child Initiative



Finances

1. Provide and heed financial advice to maintain fiscal responsibility
 - Develop Five-Year Financial Forecast in November; update in May
2. Maintain processes and controls that secure and account for all financial resources and inventoried items.
 - Follow Accounting Best Practices as recommended by audit
3. Provide timely financial information to our entire school community
 - Provide Monthly Financial Reports
 - Provide Five-Year Financial Forecast

Strategic Plan Committee Members

Board of Education Members:

Rose Seck
Helen Skinner

Administration:

Dr. Quattrochi
Ed Robinson
Roxanne Mazur
Stephanie Glasure
Tricia Green
Dave Davis
Matt Nicholas

Teachers/School Personnel:

Ursula Mehno
Renae Gross
Melanie Boehm
Sarah Stoffer
Kay Russell

Community Members:

Colleen Joseph
Nicole Paulette
Heidi Lafferty
Rachel Rinkes

2020-2025 STRATEGIC PLAN

Definitions

Achievement gap – The difference in academic achievement between students as a whole and specific subgroups of students, such as racial minorities, English learners, economically disadvantaged students and students with disabilities.

CCP - College Credit Plus. College Credit Plus is Ohio's dual enrollment program that provides students in grades 7-12 the opportunity to earn college and high school credits at the same time by taking courses from Ohio colleges or universities.

Economically disadvantaged – Students who meet at least one of four criteria, including students who are eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Programs and students who live in households where another household member is eligible for free or reduced-price meals

Evidence-based strategies – Evidence-based strategies are practices or activities that have been evaluated and proven to improve student outcomes. The Every Student Succeeds Act (ESSA) defines four levels of evidence-based strategies based on the design and outcomes of the evaluations associated with the strategy. The four levels are: Strong, Moderate, Promising and Demonstrates a Rationale.

Growth Mindset - “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.”

NWEA MAP - Northwest Evaluation Association Measures of Academic Progress. NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction.

ODE - Ohio Department of Education. The Ohio Department of Education oversees the state's public education system, which includes public school districts, joint vocational school districts and charter schools. The Department also monitors educational service centers, other regional education providers, early learning and child care programs, and private schools. The Department's tasks include administering the school funding system, collecting school fiscal and performance data, developing academic standards and model curricula, administering the state achievement tests, issuing district and school report cards, administering Ohio's voucher programs, providing professional development, and licensing teachers, administrators, treasurers, superintendents and other education personnel. The Department is governed by the State Board of Education with administration of the Department the responsibility of the superintendent of public instruction.

Positive behavioral interventions and supports (PBIS) – A proactive approach for selecting and using prevention and intervention strategies that support a student's academic, social, emotional and behavioral competence. In PBIS, students learn social, emotional and behavior competence, which supports their academic achievement. Educators develop positive, predictable and safe environments that promote strong interpersonal relationships.

STEM - Science, Technology, Engineering, and Math. STEM curriculum blends those subjects in order to teach “21st-century skills,” or tools students need to have if they wish to succeed in the workplace of the “future.” The idea is that in order to be prepared for jobs and compete with students from different parts of the world, students here in the US need to be able to solve problems, find and use evidence, collaborate on projects, and think critically.

Students with disabilities – Students who have intellectual, hearing (including deafness), speech or language, visual (including blindness), deaf-blindness, or orthopedic impairments; serious emotional disturbance; autism; traumatic brain injury; other health impairment; specific learning disability; developmental delay (for a child between the ages of 3 and 5); or multiple disabilities. As a result, these students need special education and related services

Social-emotional learning – The process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Whole child – Ensuring that each child, in each school, in each community, is healthy, safe, engaged, supported and challenged