

STRATEGIC PLAN

2016-2020

DISTRICT

DISTRICT ADDRESS

2792 U.S. 50
Batavia OH 45103

Early Childhood Building Address

463 S. Broadway
Owensville, OH 45160

Elementary School Building Address

5347 Hutchinson Rd.
Batavia, OH 45103

Middle School Building Address

2792 U.S. 50
Batavia, OH 45103

High School Building Address

5327 Hutchinson Rd
Batavia, OH 45103

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STRATEGIC PLAN

2016-2020

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CNE STRATEGIC PLANNING TIMELINE/OVERVIEW

Overview

Board of Education assigns Superintendent Brandt the task of developing a district “Strategic Plan.”

Ohio Department of Education places CNE in the Ohio Improvement Process (OIP) due to unsatisfactory results on the state report card. State Support Team 13 is assigned to assist the district in implementing the OIP.

CNE contracts with University of Dayton consultants from the board of “Moving your Numbers” to assist the district in developing the strategic plan, while implementing the OIP. As part of this contract, CNE Principals, Assistants and select central administrators are taking part in a two-year training program on how to implement the OIP with fidelity. The program is called OLI⁴.

The district is part of the High Schools that Work and the Making Middle Grades Work consortium. They periodically perform performance audits of their member schools. They agreed to audit the high school and middle school. The results were factored in our Strategic Planning Process.

CNE also asked State Support Team 13 (SST13) to audit our special education department. The result of their work demands a great deal of training for CNE staff. SST13 and new special education director Glenda Greene are working on our improvement plan for SY 2016-17 and beyond.

All staff was surveyed regarding district needs on two occasions. The results have been factored into the Strategic Plan and the 2016-17 SY operating budget. Adequate budget has been allocated for the Strategic Plan.

State Support Team 13 and our University of Dayton consultants have helped the district implement the OIP. We formed a DLT or District Leadership Team to begin

the process. Representatives from central office, including the superintendent, and the schools formed the DLT. District parents also are included.

Each school also formed a BLT, or Building Leadership Team. This team coordinates the improvements at the building level. In SY 2016-17 each school will form TBT's or Teacher Based Teams. All staff will be on a TBT. The role of the TBT's is simply stated, "Improve Academic Performance of All CNE Students."

The teacher union for CNE voted overwhelmingly to modify the contract to allow the district to provide professional development two hours per week for the entire school year. This is outstanding, and is greatly appreciated.

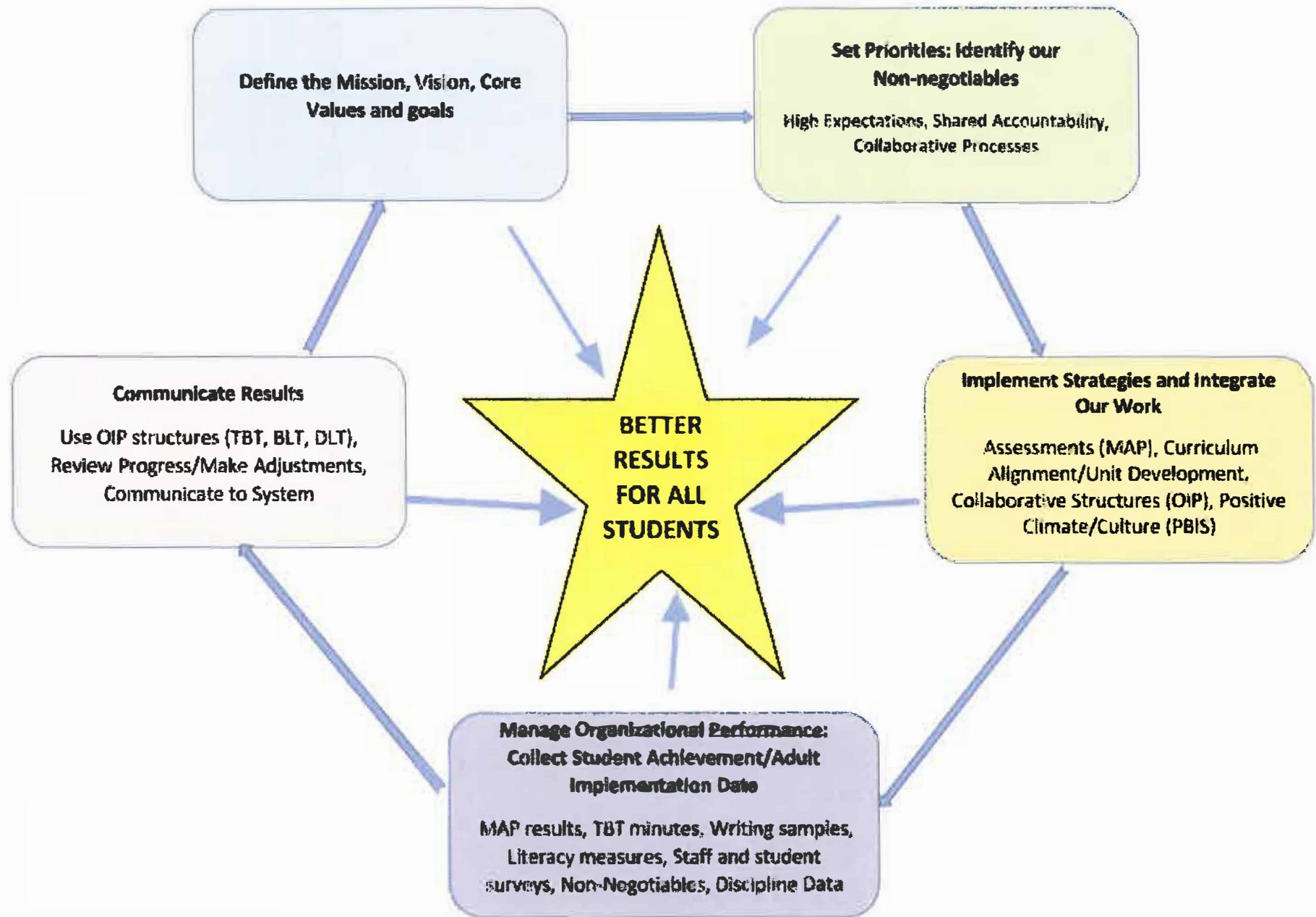
A District Organization Performance Assessment was completed by Superintendent Brandt.

The district electronically surveyed the community regarding CNE's vision, mission and beliefs.

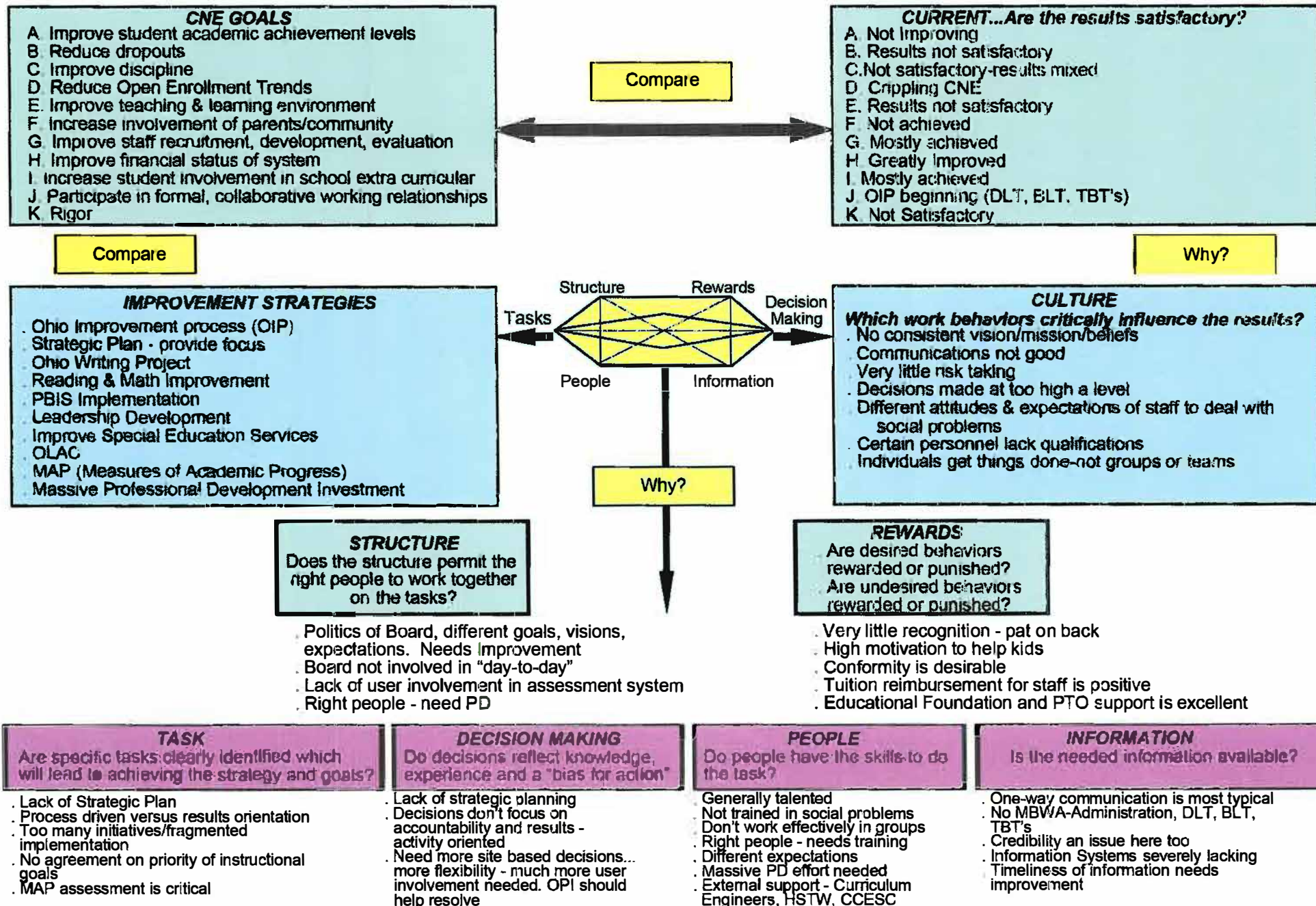
All of these elements lead us to the start of the 2016-17 school year and the beginning of a long, complicated process of district and school improvement. CNE has an excellent staff. They will be required to learn new skills and absorb a great deal of professional development. The superintendent and board of education will support them 100% in their efforts to return CNE to a district of excellence.

While this list is not reflective of all the steps CNE has undertaken to date, it gives an adequate overview of our efforts to begin the long journey to significant improvement.

LEARNING TODAY...LEADING TOMORROW



CNE ORGANIZATION PERFORMANCE ASSESSMENT WORKSHEET



STAGE 0 Preparing for the OIP

Preparing for the OIP provides the basics on establishing the collaborative structures and processes necessary to develop, implement, monitor and evaluate the OIP. In addition to defining the necessary collaborative structures, it describes the practices of communication and engagement, decision-making and resource management that are threaded throughout the OIP.

STAGE 1

Identify Critical Needs of Districts and Schools

How do these teams work in districts and schools?

Teams use data to identify critical needs

How do these teams work in districts and schools?

Review data
Gather evidence of implementation and impact

STAGE 4

Evaluate the Improvement Process

STAGE 2

Develop a Focused Plan

How do these teams work in districts and schools?

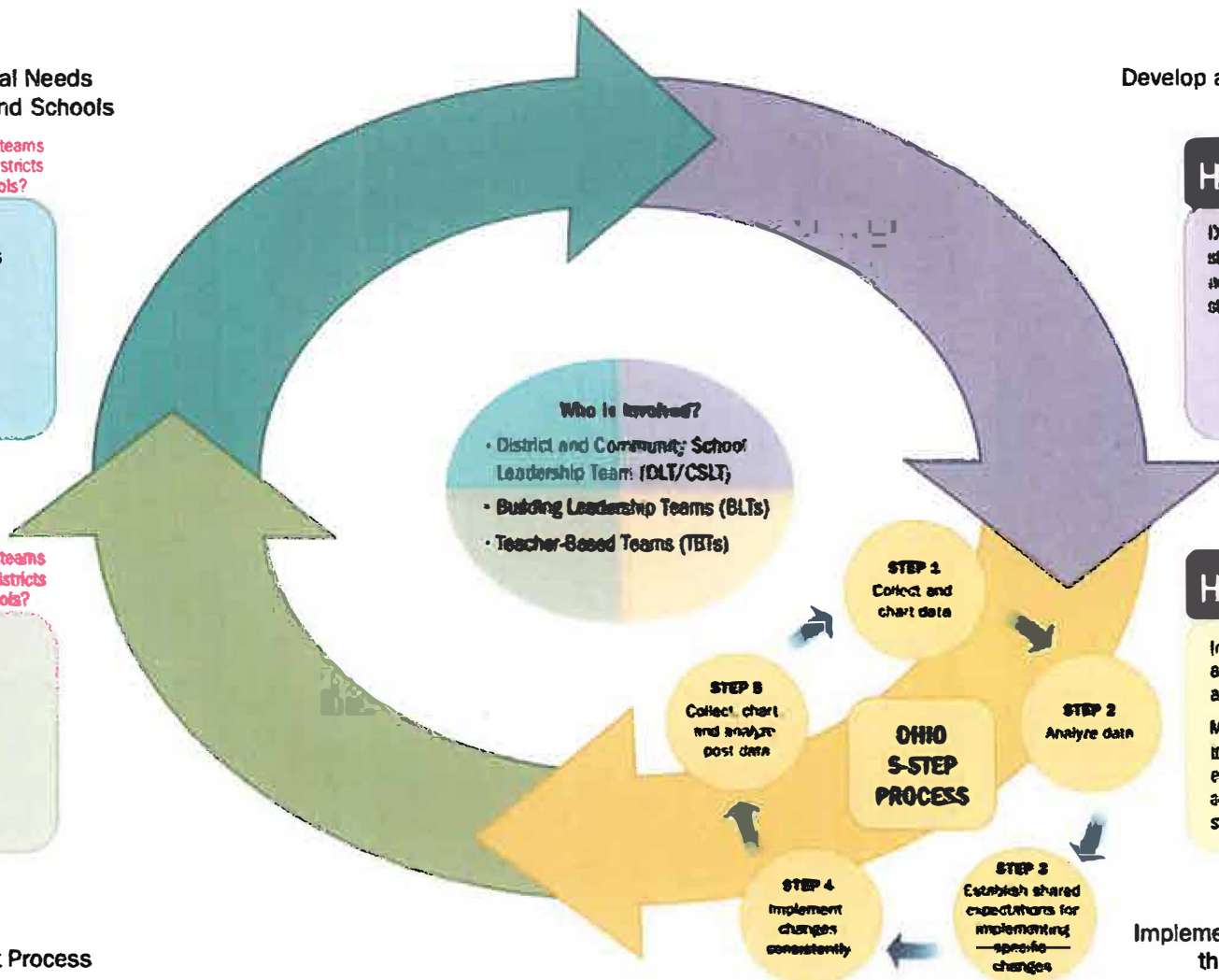
Develop goal(s), strategies, indicators, and action steps focused on stage 1 critical needs

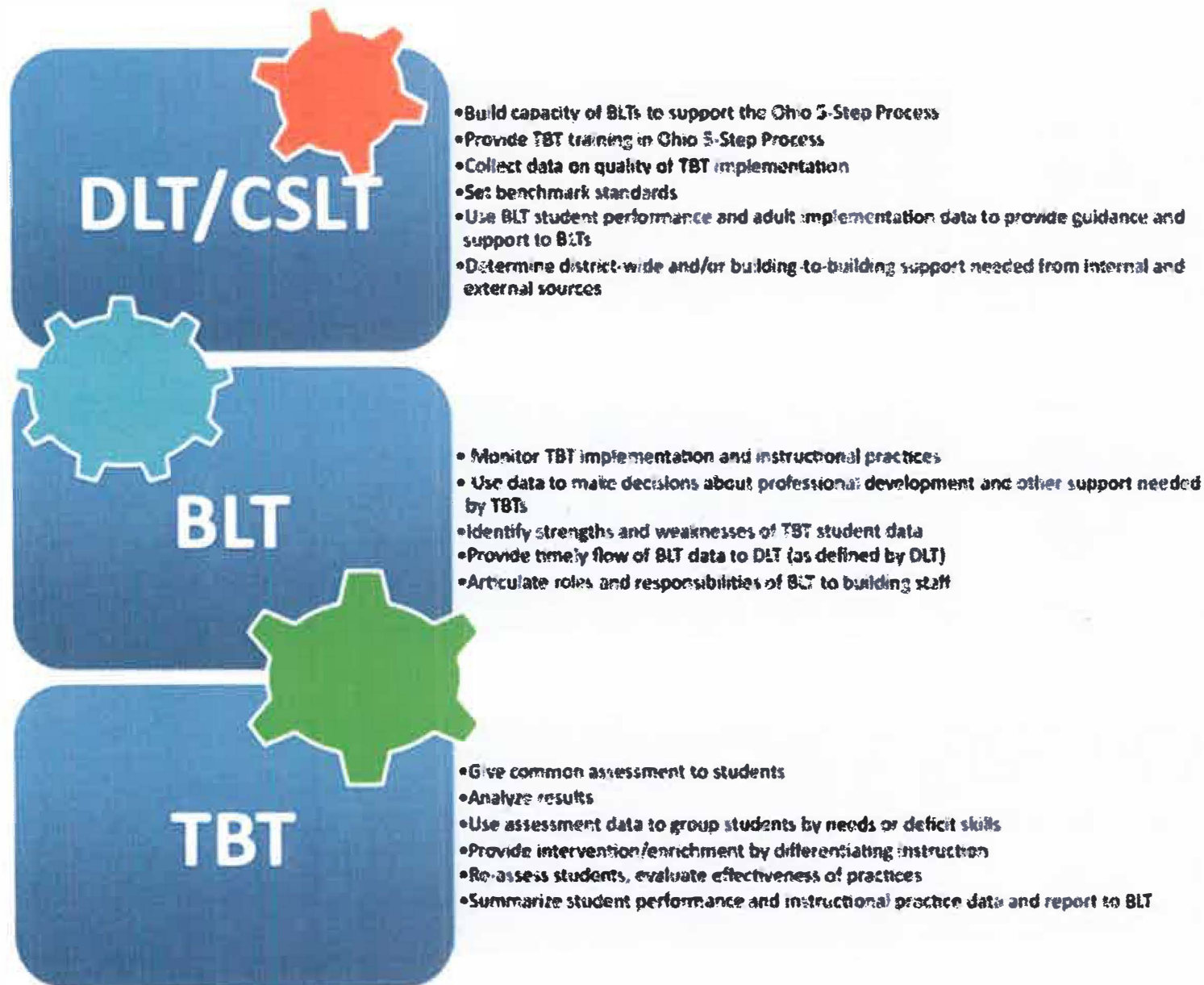
How do these teams work in districts and schools?

Implement strategies and action steps to achieve district goals
Monitor fidelity of implementation and effect on changes in adult practice and student learning

STAGE 3

Implement and Monitor the Focused Plan





CNE CONCEPTUAL FRAMEWORK

QUALITY TEACHING AND LEARNING

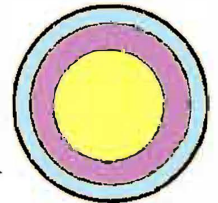
High Expectations
and Accountability
for Adults

Coordinated and
Aligned Curriculum
and Assessment

Coordinated and
Embedded
Professional
Development

Quality Classroom Instruction

Sustained
Improvement
Efforts Over
Time



Focus on All
Student Learning

Dynamic & Distributed
Leadership

OIP

EFFECTIVE
LEADERSHIP

SUPPORT FOR SYSTEMWIDE IMPROVEMENT

Effective Use of Data

Strategic Allocation
of Resources

Policy and
Program Coherence

Increase Rigor

CLEAR AND COLLABORATIVE RELATIONSHIPS

Professional Culture
and Collaborative
Relationships

Clear Understanding of
School District Roles
and Responsibilities

Interpreting and
Managing the
External Environment

CNE's PLAN FOR SCHOOL IMPROVEMENT

Using the Ohio School Improvement Process

EFFECTIVE LEADERSHIP

Focus on Student Learning

- Focus on all students learning to high standards
- Share beliefs & values, have clear goals and shared vision of change
- Hold all district staff, programs and operations responsible for student learning.

Dynamic/Distributed Leadership

- Exhibit dynamic leadership, united in purpose, visible in schools, interested in instruction
- Expand to encompass central office, principals, teacher leaders and others
- Provide moral leadership that moves from talking to doing, to ensure students learn

Sustained Improvement Efforts

- View educational improvement as long-term commitment and processes
- Persevere, persist, and stay the course
- Help staff internalize the changes

Quality Teaching and Learning

High Expectations and Accountability for Adults

- Hold all adults accountable for student learning
- Expect excellence, monitor performance, provide feedback
- Make high expectations part of personnel decisions

Coordinated and Aligned Curriculum and Assessment

- Align curriculum with standards, assessment, policies
- Centralize and coordinate curriculum approaches and decisions
- Use multiple measures to assess learning

Coordinated and Embedded Professional Development

- Provide high quality, ongoing professional development focused on classroom instruction
- Include school-based coaching and support for instruction
- Support professional development based on teaching and learning needs in schools

Quality Classroom Instruction

- Pay close attention to instruction, provide guidance and oversight to improve teaching and learning
- Develop a common vision of good instruction
- Monitor instruction, curriculum, and changes in practice

Support for System- wide Improvement

Effective Use of Data

- Implement MAP
- Use data to monitor results, equity, accountability, and for resource allocation
- Use data for instructional decisions and professional development
- Provide time and training to staff to use data

Strategic Allocation of Resources

- Provide, allocate, reallocate, and find resources for quality instruction
- Provide additional resources to support low performers
- Give schools flexibility within parameters for resource use

Policy and Program Coherence

- The DLT will develop and implement policies that promote equity and excellence
- Review and revise policies as needed to link programs and practices to goals and ensure coherence
- Monitor coherence of actions and programs to district focus, goals

Community Engagement

- Increase parent & community engagement
- Expand PTO's to K-12
- Develop a plan for extended business and community involvement with the district

Clear and Collaborative Relationships

Professional Culture and Collaborative Relationships

- Build a culture of mutual respect, collaboration, trust, and shared responsibility
- Support school BLT's & TBT's for continuous learning for adults

Clear Understanding of School & District Roles & Responsibilities

- Set expectations, decentralize responsibility, and serve as change agents - implement OPI
- Balance district authority with school flexibility and autonomy

Interpreting and Managing the External Environment

- Analyze, interpret, and mediate state and federal policy with local policy
- Buffer schools from external disturbances and internal distractions
- Mobilize community and business support
- Involve family and community

CNE'S PARTNERS IN "THE JOURNEY" TO DISTRICT IMPROVEMENT

1. CNE Board of Education
2. CNE Superintendent and Central Office
3. CNE Principals and Administrators
4. CNE Teachers & Staff
CNE PTO Organization
5. CNE Business and Community Partners
CNE Educational Foundation
6. State Support Team¹³
7. Moving your Numbers Consultants
8. University of Dayton OLI⁴- Cohort 3
9. Ohio State University OLI⁴ - Cohort 3
10. High Schools that Work (HSTW)
Making Middle Grades Work (MMGW)
11. Miami University
"Ohio Writing Project"
12. Numerous other Partners

VISION, MISSION, CORE BELIEFS

VISION

CNE will provide all students with a safe and nurturing environment. Each school will provide all students a stimulating learning environment that is aligned to the state standards and rigorous. This will allow our graduates to meet the challenges and high expectations needed to thrive in the 21st century.

MISSION

CNE, in partnership with the community, will provide students with the skills and exploratory experiences that enable them to reach their fullest potential. To accomplish this, the CNE staff will:

- Strive to make children confident and creative builders of their future
- Research, design, and provide the best academic program and learning environment possible for students

CORE BELIEFS

1. Failure is not an option for any CNE student.
2. All students regardless of race, ethnicity, gender, sexual orientation, age, disability or religion, deserve a quality education.
3. All students must be given the opportunity to reach their potential.
4. All students must be active participants in their education.
5. A safe, orderly and clean environment is essential for teaching and learning.
6. We establish clear goals, measure progress and take responsibility for results.
7. Staff members challenge themselves to continue their own professional and personal development.
8. CNE deals honestly and fairly with the public and one another.
9. We embrace each other's differences so that we may enrich the well-being of everyone.

NON-NEGOTIABLES

HIGH EXPECTATIONS

All students, regardless of their past experiences, background, and present situation have strengths and can learn. It is the job of every staff member to demonstrate a positive attitude and provide high quality instruction, aligned with grade level content, to develop all students into contributing members of society.

SHARED ACCOUNTABILITY

Each day provides all members of the community (staff, parents, community stakeholders) the opportunity to provide instruction and interventions to the whole student, regardless of location and/or behaviors.

COLLABORATIVE PRACTICES

Through collaboration, all staff will work together to ensure the success of all students through the sharing of resources and best practices with one another, community involvement, parent input and student ownership.