

Print Your Plan



Print Time: 6/26/2023 8:09:46 AM

Print by: Wohlgamuth, Kelli J

Email: (not available)

Basic Information

Plan Entity Name: FY 2024 Caldwell Exempted

Village One Plan (0)

Plan Fiscal Year: FY 2024

Cohort #: 3

District IRN: 045252

Plan Status: Plan Submitted for Agency Review

Revision #: 0

Primary Contact: undefined (OEDS_Superintendent)

Primary Contact Email: ggifford@caldwell.k12.oh.us

Primary Contact Phone: (740) 732-5637

Address: null null null null null

Plan Information

1. Goal #1 of 5

1.1. Root Cause Analysis

We have noted a need to better track the relationship between attendance data and discipline data. Additional help in maintaining these records is critical. We are also partnering with the Cleveland Browns organization to incentivize attendance. We are already seeing gains in attendance rates for the 2022-23 school year.

1.2. SMART Goal Statement

By **05/30/2026** we will improve the performance of **All Students, All Grades** students at/in **Caldwell Exempted Village** to **increase 10.00 %** in **Attendance** using **State Report Card – Gap Closing**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Month, Attendance - Attendance** of **All Students** will be monitored by **Attendance Officer**, with an annual improvement of **increase 5.00 %** resulting in an overall improvement of **increase 15.00 %** by the end of the plan.

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 07/30/2023 | 08/30/2023 | 09/29/2023 | 10/30/2023 | 11/29/2023 | 12/30/2023 |
| 01/30/2024 | 02/28/2024 | 03/30/2024 | 04/29/2024 | 05/30/2024 | 06/29/2024 |
| 07/30/2024 | 08/30/2024 | 09/29/2024 | 10/30/2024 | 11/29/2024 | 12/30/2024 |
| 01/30/2025 | 02/27/2025 | 03/30/2025 | 04/29/2025 | 05/30/2025 | 06/29/2025 |
| 07/30/2025 | 08/30/2025 | 09/29/2025 | 10/30/2025 | 11/29/2025 | 12/30/2025 |
| 01/30/2026 | 02/27/2026 | 03/30/2026 | 04/29/2026 | 05/30/2026 | 06/29/2026 |

1.4. Strategies and Actions

1.4.1. Strategy #1: School Climate and Supports

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Caldwell Exempted Village School District will increase partnerships with parents, school counselors, and outside agencies to help increase our attendance rates at both schools.

1.4.1.3. Embedded Plan Requirement(s):

- This strategy address the parent engagement requirement for LEA plans in ESEA Section 1112.

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2024, End Action Step: 05/26/2026

CEVSD will partner with the Cleveland Browns organization called "Stay in the Game to increase student attendance rates.

Participant(s):

- Teachers
- Principals
- School Attendance Officer

1.5. Adult Measures

1.5.1. Adult Measure #1

- School Climate and Supports

Every **Month, Attendance - Attendance data** of **Students** will be monitored by **Attendance Officer, Classroom Teacher/s, Principal**, with an overall improvement of **increase 15.00 %** by the end of the plan.

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 07/30/2023 | 08/30/2023 | 09/29/2023 | 10/30/2023 | 11/29/2023 | 12/30/2023 |
| 01/30/2024 | 02/28/2024 | 03/30/2024 | 04/29/2024 | 05/30/2024 | 06/29/2024 |

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 07/30/2024 | 08/30/2024 | 09/29/2024 | 10/30/2024 | 11/29/2024 | 12/30/2024 |
| 01/30/2025 | 02/27/2025 | 03/30/2025 | 04/29/2025 | 05/30/2025 | 06/29/2025 |
| 07/30/2025 | 08/30/2025 | 09/29/2025 | 10/30/2025 | 11/29/2025 | 12/30/2025 |
| 01/30/2026 | 02/27/2026 | 03/30/2026 | 04/29/2026 | 05/30/2026 | 06/29/2026 |

1.6. Funding Sources

1.6.1. FY 2024,2025,2026

CEVSD will partner with the Cleveland Browns organization called "Stay in the Game to increase student attendance rates.

General Fund

2. Goal #2 of 5

2.1. Root Cause Analysis

Our analysis shows there is still a need to provide more structured literacy components for our students to achieve significant growth in early literacy skills. What we also noted is the need to provide additional reading supports for students in grades 4-8 in phonics, fluency, vocabulary and comprehension. Potential root causes of literacy gaps include: lack of oral vocabulary; lack of exposure to different types of literature; student attendance; not implementing literacy programs with fidelity; lack of parental support, and poor attitudes towards learning. Our goal is to continue to train teachers in structured literacy components, utilize aligned curriculum for instruction and intervention that is aligned with the science of reading and other evidenced based measures.

2.2. SMART Goal Statement

By **05/30/2026** we will improve the performance of **All Students, All Grades** students at/in **Caldwell Exempted Village** to **increase 90.00 %** in **English Language Arts** using **State Report Card - Performance Index**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Month, English Language Arts - District Formative Assessments** of **All Students** will be monitored by **Staff**, with an overall improvement of **increase 90.00 %** by the end of the plan.

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 07/30/2023 | 08/30/2023 | 09/29/2023 | 10/30/2023 | 11/29/2023 | 12/30/2023 |
| 01/30/2024 | 02/28/2024 | 03/30/2024 | 04/29/2024 | 05/30/2024 | 06/29/2024 |
| 07/30/2024 | 08/30/2024 | 09/29/2024 | 10/30/2024 | 11/29/2024 | 12/30/2024 |
| 01/30/2025 | 02/27/2025 | 03/30/2025 | 04/29/2025 | 05/30/2025 | 06/29/2025 |

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 07/30/2025 | 08/30/2025 | 09/29/2025 | 10/30/2025 | 11/29/2025 | 12/30/2025 |
| 01/30/2026 | 02/27/2026 | 03/30/2026 | 04/29/2026 | 05/30/2026 | 06/29/2026 |

2.4. Strategies and Actions

2.4.1. Strategy #1: Curriculum, Instruction and Assessment

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Teachers will implement evidenced-based literacy instructional practices aligned with the science of reading research.

2.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

2.4.1.4. Action Steps

2.4.1.4.1. Start Action Step: 2024, End Action Step: 05/26/2026

Teachers will participate in embedded professional development in Language Essentials for Teachers of Reading and Spelling (LETRS), Vocabulary C.O.D.E, and the Writing Rope to strengthen instructional skills in these areas.

Participant(s):

- Teachers
- Principals

2.4.1.4.2. Start Action Step: 2024, End Action Step: 05/30/2026

All students in grades K-3 will be screened in the fall to identify which students are NOT on track in reading. These students will be placed on a RIMP and teachers will utilize progress monitoring tools for phonics, phonemic awareness, fluency, and vocabulary.

Participant(s):

- Teachers

2.4.1.4.3. Start Action Step: 2024, End Action Step: 05/26/2026

Teachers will implement with fidelity Reading Horizon's, Heggerty, and Common Lit ELA curriculum.

Participant(s):

- Teachers

2.4.1.4.4. Start Action Step: 2024, End Action Step: 05/24/2026

All ELA teachers will utilize benchmark and formative assessments to measure student progress and utilize data to make instructional decisions.

Participant(s):

- Teachers
- Principals

2.4.1.4.5. Start Action Step: 2024, End Action Step: 05/26/2026

Teachers will implement evidenced based models in writing and vocabulary development.

Participant(s):

- Teachers
- Principals

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Month, English Language Arts - Fidelity Instrument of English Language Arts Teachers** will be monitored by **Principal, Curriculum Director**, with an overall improvement of **increase 100.00 %** by the end of the plan.

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 07/30/2023 | 08/30/2023 | 09/29/2023 | 10/30/2023 | 11/29/2023 | 12/30/2023 |
| 01/30/2024 | 02/28/2024 | 03/30/2024 | 04/29/2024 | 05/30/2024 | 06/29/2024 |
| 07/30/2024 | 08/30/2024 | 09/29/2024 | 10/30/2024 | 11/29/2024 | 12/30/2024 |
| 01/30/2025 | 02/27/2025 | 03/30/2025 | 04/29/2025 | 05/30/2025 | 06/29/2025 |
| 07/30/2025 | 08/30/2025 | 09/29/2025 | 10/30/2025 | 11/29/2025 | 12/30/2025 |
| 01/30/2026 | 02/27/2026 | 03/30/2026 | 04/29/2026 | 05/30/2026 | 06/29/2026 |

2.6. Funding Sources

2.6.1. FY 2024,2025,2026

Teachers will implement with fidelity Reading Horizon's, Heggerty, and Common Lit ELA curriculum.

Title I-A Improving Basic Programs

2.6.1. FY 2024,2025,2026

Teachers will implement evidenced based models in writing and vocabulary development.

Title I-A Improving Basic Programs

2.6.1. FY 2024,2025,2026

All ELA teachers will utilize benchmark and formative assessments to measure student progress and utilize data to make instructional decisions.

Title I-A Improving Basic Programs

2.6.1. FY 2024,2025,2026

All students in grades K-3 will be screened in the fall to identify which students are NOT on track in reading. These students will be placed on a RIMP and teachers will utilize progress monitoring tools for phonics, phonemic awareness, fluency, and vocabulary.

Title I-A Improving Basic Programs

2.6.1. FY 2024,2025,2026

Teachers will participate in embedded professional development in Language Essentials for Teachers of Reading and Spelling (LETRS), Vocabulary C.O.D.E, and the Writing Rope to strengthen instructional skills in these areas.

Title II-A Supporting Effective Instruction

3. Goal #3 of 5

3.1. Root Cause Analysis

We recognize there is need to increase teacher understanding of effective instructional and assessment practices. Professional learning will continue for all content areas but there will be a focus on increasing STEM and critical thinking strategies for students. Increasing students abilities to problem solve, build determination, and communication skills will ensure a more well-rounded experience for our students.

3.2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, All Grades** students at/in **Caldwell Exempted Village** to **increase 90.00 %** in **all subject areas** using **state and local assessments**.

3.3. Student Measures

3.3.1. Student Measure #1

Every **Month, all subjects - District Formative Assessments** of **All Students** will be monitored by **Classroom Teacher/s**, with an overall improvement of **increase 85.00 %** by the end of the plan.

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 07/30/2023 | 08/30/2023 | 09/29/2023 | 10/30/2023 | 11/29/2023 | 12/30/2023 |
| 01/30/2024 | 02/28/2024 | 03/30/2024 | 04/29/2024 | 05/30/2024 | 06/29/2024 |
| 07/30/2024 | 08/30/2024 | 09/29/2024 | 10/30/2024 | 11/29/2024 | 12/30/2024 |
| 01/30/2025 | 02/27/2025 | 03/30/2025 | 04/29/2025 | 05/30/2025 | 06/29/2025 |
| 07/30/2025 | 08/30/2025 | 09/29/2025 | 10/30/2025 | 11/29/2025 | 12/30/2025 |
| 01/30/2026 | 02/27/2026 | 03/30/2026 | 04/29/2026 | 05/30/2026 | 06/29/2026 |

3.4. Strategies and Actions

3.4.1. Strategy #1: Curriculum, Instruction and Assessment

3.4.1.1. Strategy Level: Level 4

3.4.1.2. Description:

Develop and implement aligned clear learning targets, provide descriptive feedback, and utilize assessment data to improve instruction.

3.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
- This strategy address the parent engagement requirement for LEA plans in ESEA Section 1112.
- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

3.4.1.4. Action Steps

3.4.1.4.1. Start Action Step: 2024, End Action Step: 05/26/2026

The district will develop and implement a well-rounded education of instruction for all students, including gifted and talented students, by offering advanced courses, STEM opportunities, Advanced Placement courses, CCP, Career Pathways, and Industry Recognized Credentials.

Participant(s):

- Teachers

3.4.1.4.2. Start Action Step: 2024, End Action Step: 05/26/2026

Develop and update annually a districtwide implementation guide for MTSS with common district language, resources, expectations for implementation, timelines and decision rules.

Participant(s):

- District Leadership Team

3.4.1.4.3. Start Action Step: 2024, End Action Step: 05/26/2026

All teachers will utilize benchmark and formative assessments to measure student progress and utilize data to make instructional decisions.

Participant(s):

- Teachers

3.4.1.4.4. Start Action Step: 2024, End Action Step: 05/26/2026

Teacher-based teams will research, identify, and implement curriculum resources and protocols that are evidenced-based and support Ohio's learning standards.

Participant(s):

- Teachers
- Principals

3.4.1.4.5. Start Action Step: 2024, End Action Step: 05/26/2026

The district assists staff in maintaining their teaching credentials. For those teachers who are inexperienced or not properly licensed, the district assists them through individualized professional plans. The district provides needed funds for teachers who need to update their current licenses.

Participant(s):

- Central Office Administration

3.4.1.4.6. Start Action Step: 2024, End Action Step: 05/26/2026

The district will utilize the Equitable Access tool to ensure that all teachers are properly licensed to teach and are supported through the Resident Educator program.

Participant(s):

- Central Office Administration

3.4.1.4.7. Start Action Step: 2024, End Action Step: 05/26/2026

Provide ongoing-embedded professional learning for all teaching staff members in evidenced-based instructional strategies including using Formative Instructional practices. Core content teachers will have professional learning in topics related to their fields and pedagogical foundations.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.8. Start Action Step: 2024, End Action Step: 05/26/2026

Guide MTSS Teams and teacher-based teams in monitoring student response to intervention with regard to frequency, time and duration of intervention.

Participant(s):

- Building Leadership Teams
- Central Office Administration

3.4.1.4.9. Start Action Step: 2024, End Action Step: 05/26/2026

Teachers will create extended learning opportunities through the 5th Quarter Agriculture grant allowing students to have supported learning opportunities throughout the summer.

Participant(s):

- Teachers

3.4.1.4.10. Start Action Step: 2024, End Action Step: 05/26/2026

The District will provide opportunities for community and family partners to collaborate with the district to nurture the overall development of the whole child with a focus on reading and writing.

Participant(s):

- Teachers
- Principals
- Support Staff

3.5. Adult Measures

3.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Quarter, Instructional Strategies - Implementation Data** of **All Staff** will be monitored by **Principal, Curriculum Director**, with an overall improvement of **increase 100.00 %** by the end of the plan.

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 10/31/2023 | 12/31/2023 | 03/31/2024 | 05/31/2024 | 10/31/2024 | 12/31/2024 |
| 03/31/2025 | 05/31/2025 | 10/31/2025 | 12/31/2025 | 03/31/2026 | 05/31/2026 |

3.6. Funding Sources

3.6.1. FY 2024,2025,2026

Teacher-based teams will research, identify, and implement curriculum resources and protocols that are evidenced-based and support Ohio's learning standards.

Title II-A Supporting Effective Instruction

Title I-A Improving Basic Programs

3.6.1. FY 2024,2025,2026

All teachers will utilize benchmark and formative assessments to measure student progress and utilize data to make instructional decisions.

Title I-A Improving Basic Programs

3.6.1. FY 2024,2025,2026

Develop and update annually a districtwide implementation guide for MTSS with common district language, resources, expectations for implementation, timelines and decision rules.

Title II-A Supporting Effective Instruction

Title I-A Improving Basic Programs

3.6.1. FY 2024,2025,2026

Guide MTSS Teams and teacher-based teams in monitoring student response to intervention with regard to frequency, time and duration of intervention.

Title I-A Improving Basic Programs

3.6.1. FY 2024,2025,2026

Provide ongoing-embedded professional learning for all teaching staff members in evidenced-based instructional strategies including using Formative Instructional practices. Core content teachers will have professional learning in topics related to their fields and pedagogical foundations.

Title II-A Supporting Effective Instruction

3.6.1. FY 2024,2025,2026

The district will utilize the Equitable Access tool to ensure that all teachers are properly licensed to teach and are supported through the Resident Educator program.

Title II-A Supporting Effective Instruction

3.6.1. FY 2024,2025,2026

The district assists staff in maintaining their teaching credentials. For those teachers who are inexperienced or not properly licensed, the district assists them through individualized professional plans. The district provides needed funds for teachers who need to update their current licenses.

Title II-A Supporting Effective Instruction

3.6.1. FY 2024,2025,2026

The District will provide opportunities for community and family partners to collaborate with the district to nurture the overall development of the whole child with a focus on reading and writing.

Title I-A Improving Basic Programs

Title IV-A Student Support and Academic Enrichment

3.6.1. FY 2024,2025,2026

Teachers will create extended learning opportunities through the 5th Quarter Agriculture grant allowing students to have supported learning opportunities throughout the summer.

Agriculture Education 5th Quarter

3.6.1. FY 2024,2025,2026

The district will develop and implement a well-rounded education of instruction for all students, including gifted and talented students, by offering advanced courses, STEM opportunities, Advanced Placement courses, CCP, Career Pathways, and Industry Recognized Credentials.

Title I-A Improving Basic Programs

Title II-A Supporting Effective Instruction

Title IV-A

Student Support and Academic Enrichment

4. Goal #4 of 5

4.1. Root Cause Analysis

We believe our lack of progress in Mathematics is complex and requires further examination. A few root causes of low math performance include: lack of fidelity in implementing the new math curriculum; teachers lack of mathematical understanding; lack of showing how math concepts are used in the real world; and student attendance. We recognize the need for additional professional learning to use the new curriculum with fidelity. We are also meeting as a 4-12 math team to examine problem areas and address instructional concerns. This group is identifying problem areas and addressing it immediately in the classroom. It also means we are focused on gap closing of mathematical concepts and focusing on grade level standards when appropriate.

4.2. SMART Goal Statement

By **05/30/2026** we will improve the performance of **All Students, All Grades** students at/in **Caldwell Exempted Village** to **increase 80.00 %** in **Math** using **State Report Card - Performance Index**.

4.3. Student Measures

4.3.1. Student Measure #1

Every **Month, Math - District Formative Assessments** of **All Students** will be monitored by **Staff**, with an overall improvement of **increase 80.00 %** by the end of the plan.

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 07/30/2023 | 08/30/2023 | 09/29/2023 | 10/30/2023 | 11/29/2023 | 12/30/2023 |
| 01/30/2024 | 02/28/2024 | 03/30/2024 | 04/29/2024 | 05/30/2024 | 06/29/2024 |
| 07/30/2024 | 08/30/2024 | 09/29/2024 | 10/30/2024 | 11/29/2024 | 12/30/2024 |
| 01/30/2025 | 02/27/2025 | 03/30/2025 | 04/29/2025 | 05/30/2025 | 06/29/2025 |
| 07/30/2025 | 08/30/2025 | 09/29/2025 | 10/30/2025 | 11/29/2025 | 12/30/2025 |
| 01/30/2026 | 02/27/2026 | 03/30/2026 | 04/29/2026 | 05/30/2026 | 06/29/2026 |

4.4. Strategies and Actions

4.4.1. Strategy #1: Curriculum, Instruction and Assessment

4.4.1.1. Strategy Level: Level 4

4.4.1.2. Description:

Teachers will implement evidenced-based mathematics instructional practices to build a conceptual understanding of math concepts.

4.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

4.4.1.4. Action Steps

4.4.1.4.1. Start Action Step: 2024, End Action Step: 05/26/2026

Teachers will engage in professional learning in teaching conceptual mathematics and model reasoning. Teachers will utilize Ohio's Model Curriculum and evidenced-based-instructional strategies and curriculum to create and implement a cohesive math program.

Participant(s):

- District Administration
- Teachers
- Principals

4.4.1.4.2. Start Action Step: 2024, End Action Step: 05/26/2026

Teachers will implement the K-8 math curriculum with fidelity.

Participant(s):

- District Administration
- Teachers
- Principals

4.5. Adult Measures

4.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Month, Math - Fidelity Instrument** of **Math Teachers** will be monitored by **Principal, Curriculum Director**, with an overall improvement of **increase 100.00 %** by the end of the plan.

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 07/30/2023 | 08/30/2023 | 09/29/2023 | 10/30/2023 | 11/29/2023 | 12/30/2023 |
| 01/30/2024 | 02/28/2024 | 03/30/2024 | 04/29/2024 | 05/30/2024 | 06/29/2024 |
| 07/30/2024 | 08/30/2024 | 09/29/2024 | 10/30/2024 | 11/29/2024 | 12/30/2024 |
| 01/30/2025 | 02/27/2025 | 03/30/2025 | 04/29/2025 | 05/30/2025 | 06/29/2025 |
| 07/30/2025 | 08/30/2025 | 09/29/2025 | 10/30/2025 | 11/29/2025 | 12/30/2025 |
| 01/30/2026 | 02/27/2026 | 03/30/2026 | 04/29/2026 | 05/30/2026 | 06/29/2026 |

4.6. Funding Sources

4.6.1. FY 2024,2025,2026

Teachers will implement the K-8 math curriculum with fidelity.

Title I-A Improving Basic Programs

4.6.1. FY 2024,2025,2026

Teachers will engage in professional learning in teaching conceptual mathematics and model reasoning. Teachers will utilize Ohio's Model Curriculum and evidenced-based-instructional strategies and curriculum to create and implement a cohesive math program.

Title II-A Supporting Effective Instruction

5. Goal #5 of 5

5.1. Root Cause Analysis

A positive impact for our students would not be the need for mental health services at all. However, students today are more stressed, depressed, and anxious. Our counselors being available to help students in crisis is important to the mental health and wellness of both staff and students. Without these services, our students would be dealing with most of their mental health issues on their own. The fact that we have such a great support system, our students are able to get immediate help when they need it. Our counselors have additional training and are able to refer students for critical care at our local hospitals if needed. Parents are very grateful for the added support for our students and their families. Our PBIS data tells us that student office referrals for severe behavioral needs have decreased.

5.2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, All Grades** students at/in **Caldwell Exempted Village** to **decrease 20.00 %** in **Behavior** using **Discipline Occurrences**.

5.3. Student Measures

5.3.1. Student Measure #1

Every **Semester, Discipline - Discipline referrals** of **All Students** will be monitored by **Principal**, with an overall improvement of **decrease 20.00 %** by the end of the plan.

12/31/2023

05/31/2024

12/31/2024

05/31/2025

12/31/2025

05/31/2026

5.4. Strategies and Actions

5.4.1. Strategy #1: School Climate and Supports

5.4.1.1. Strategy Level: Level 4

5.4.1.2. Description:

Collaborate and authentically engage students, teachers, and families to expand the district's capacity to provide safe, inviting, and engaging learning environments where students, staff, families, and community members feel connected, cared about, and valued.

5.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
- This strategy address the parent engagement requirement for LEA plans in ESEA Section 1112.

5.4.1.4. Action Steps

5.4.1.4.1. Start Action Step: 2024, End Action Step: 05/26/2026

Adopt evidenced based SEL strategies that help deter discipline referrals.

Participant(s):

- District Leadership Team

5.4.1.4.2. Start Action Step: 2024, End Action Step: 05/24/2026

Provide time for staff to plan and implement district and building initiatives that support the growth of students' personal attributes and a positive vision for their future. Utilize informational resources such as Character Education information. PAX Good Behavior Game, PBIS, and anti-bullying resources.

Participant(s):

- Teachers
- Principals
- Positive Behavior Intervention Support Team
- School Counselors

5.4.1.4.3. Start Action Step: 2024, End Action Step: 05/24/2026

All staff will participate in SEL professional development and use SEL strategies in classrooms to strengthen students' self-awareness and self-management skills.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Positive Behavior Intervention Support Team
- School counselors

5.5. Adult Measures

5.5.1. Adult Measure #1

- School Climate and Supports

Every **Semester, Discipline - Discipline referrals of All Staff** will be monitored by **Principal, Classroom Teacher/s**, with an overall improvement of **decrease 20.00 %** by the end of the plan.

12/31/2023

05/31/2024

12/31/2024

05/31/2025

12/31/2025

05/31/2026

5.6. Funding Sources

5.6.1. FY 2024,2025,2026

All staff will participate in SEL professional development and use SEL strategies in classrooms to strengthen students' self-awareness and self-management skills.

Title II-A Supporting Effective Instruction

5.6.1. FY 2024,2025,2026

Provide time for staff to plan and implement district and building initiatives that support the growth of students' personal attributes and a positive vision for their future. Utilize informational resources such as Character Education information. PAX Good Behavior Game, PBIS, and anti-bullying resources.

Title II-A Supporting Effective Instruction
Enrichment

Title IV-A Student Support and Academic

5.6.1. FY 2024,2025,2026

Adopt evidenced based SEL strategies that help deter discipline referrals.

Title I-A Improving Basic Programs

Title IV-A Student Support and Academic Enrichment

Print Your Plan



Print Time: 6/26/2023 8:10:27 AM

Print by: Wohlgamuth, Kelli J

Email: (not available)

Basic Information

Plan Entity Name: FY 2024 Caldwell High School One
Plan (0)

Plan Fiscal Year: FY 2024

Cohort #: 3

District IRN: 004556

Plan Status: Plan Agency Approved

Revision #: 0

Primary Contact: undefined (OEDS_Principal)

Primary Contact Email: tspeck@caldwell.k12.oh.us

Primary Contact Phone: (not available)

Address: null null null null null

Plan Information

1. Goal #1 of 2

1.1. Root Cause Analysis

Our analysis shows there is still a need to provide more structured literacy components for our students to achieve significant growth in early literacy skills. What we also noted is the need to provide additional reading supports for students in grades 4-8 in phonics, fluency, vocabulary and comprehension. Potential root causes of literacy gaps include: lack of oral vocabulary; lack of exposure to different types of literature; student attendance; not implementing literacy programs with fidelity; lack of parental support, and poor attitudes towards learning. Our goal is to continue to train teachers in structured literacy components, utilize aligned curriculum for instruction and intervention that is aligned with the science of reading and other evidenced based measures.

1.2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, High School** students at/in **Caldwell High School** to **increase 90.00 %** in **English Language Arts** using **State Report Card - Performance Index**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Quarter, English Language Arts - District Formative Assessments** of **All Students** will be monitored by **Classroom Teacher/s**, with an overall improvement of **increase 90.00 %** by the end of the plan.

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 10/31/2023 | 12/31/2023 | 03/31/2024 | 05/31/2024 | 10/31/2024 | 12/31/2024 |
| 03/31/2025 | 05/31/2025 | 10/31/2025 | 12/31/2025 | 03/31/2026 | 05/31/2026 |

1.4. Strategies and Actions

1.4.1. Strategy #1: Curriculum, Instruction and Assessment

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Teachers will implement evidenced-based literacy instructional practices aligned with the science of reading research.

1.4.1.3. Action Steps

1.4.1.3.1. Start Action Step: 2024, End Action Step: 05/26/2026

Teachers will use evidenced-based models in writing and vocabulary development.

Participant(s):

- Teachers

1.4.1.3.2. Start Action Step: 2024, End Action Step: 05/26/2026

All ELA teachers will utilize benchmark and formative assessments to measure student progress and utilize data to make instructional decisions.

Participant(s):

- Teachers

1.4.1.3.3. Start Action Step: 2024, End Action Step: 05/26/2026

Teachers will participate in professional development for improving instruction in reading, vocabulary, and writing.

Participant(s):

- Teachers

1.5. Adult Measures

1.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Quarter, English Language Arts - Fidelity Instrument** of **English Language Arts Teachers and Intervention Teachers** will be monitored by **Curriculum Director, Principal**, with an overall improvement of **increase 100.00 %** by the end of the plan.

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 10/31/2023 | 12/31/2023 | 03/31/2024 | 05/31/2024 | 10/31/2024 | 12/31/2024 |
| 03/31/2025 | 05/31/2025 | 10/31/2025 | 12/31/2025 | 03/31/2026 | 05/31/2026 |

2. Goal #2 of 2

2.1. Root Cause Analysis

We believe our lack of progress in Mathematics is complex and requires further examination. A few root causes of low math performance include: lack of fidelity in implementing the new math curriculum; teachers lack of mathematical understanding; lack of showing how math concepts are used in the real world; and student attendance. We recognize the need for additional professional learning to use the new curriculum with fidelity. We are also meeting as a 4-12 math team to examine problem areas and address instructional concerns. This group is identifying problem areas and addressing it immediately in the classroom. It also means we are focused on gap closing of mathematical concepts and focusing on grade level standards when appropriate.

2.2. SMART Goal Statement

By **05/30/2026** we will improve the performance of **All Students, High School** students at/in **Caldwell High School** to **increase 80.00 %** in **Math** using **State Report Card - Performance Index**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Month, Math - District Formative Assessments** of **All Students** will be monitored by **Principal, Classroom Teacher/s**, with an overall improvement of **increase 80.00 %** by the end of the plan.

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 07/30/2023 | 08/30/2023 | 09/29/2023 | 10/30/2023 | 11/29/2023 | 12/30/2023 |
| 01/30/2024 | 02/28/2024 | 03/30/2024 | 04/29/2024 | 05/30/2024 | 06/29/2024 |
| 07/30/2024 | 08/30/2024 | 09/29/2024 | 10/30/2024 | 11/29/2024 | 12/30/2024 |
| 01/30/2025 | 02/27/2025 | 03/30/2025 | 04/29/2025 | 05/30/2025 | 06/29/2025 |
| 07/30/2025 | 08/30/2025 | 09/29/2025 | 10/30/2025 | 11/29/2025 | 12/30/2025 |
| 01/30/2026 | 02/27/2026 | 03/30/2026 | 04/29/2026 | 05/30/2026 | 06/29/2026 |

2.4. Strategies and Actions

2.4.1. Strategy #1: Curriculum, Instruction and Assessment

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Teachers will implement evidenced-based mathematics instructional practices to build a conceptual understanding of math concepts.

2.4.1.3. Action Steps

2.4.1.3.1. Start Action Step: 2024, End Action Step: 05/26/2026

Teachers will engage in professional learning by teaching conceptual mathematics and model reasoning. The teachers will utilize Ohio's Model Curriculum and evidenced-based instructional strategies to create and implement a cohesive math program.

Participant(s):

2.4.1.3.2. Start Action Step: 2024, End Action Step: 05/26/2026

Teachers will teach a comprehensive math curriculum aligned to standards with fidelity.

Participant(s):

- Teachers

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Month, Math - Fidelity Instrument of Math Teachers and Intervention Teachers** will be monitored by **Principal, Curriculum Director**, with an overall improvement of **increase 100.00 %** by the end of the plan.

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 07/30/2023 | 08/30/2023 | 09/29/2023 | 10/30/2023 | 11/29/2023 | 12/30/2023 |
| 01/30/2024 | 02/28/2024 | 03/30/2024 | 04/29/2024 | 05/30/2024 | 06/29/2024 |
| 07/30/2024 | 08/30/2024 | 09/29/2024 | 10/30/2024 | 11/29/2024 | 12/30/2024 |
| 01/30/2025 | 02/27/2025 | 03/30/2025 | 04/29/2025 | 05/30/2025 | 06/29/2025 |
| 07/30/2025 | 08/30/2025 | 09/29/2025 | 10/30/2025 | 11/29/2025 | 12/30/2025 |
| 01/30/2026 | 02/27/2026 | 03/30/2026 | 04/29/2026 | 05/30/2026 | 06/29/2026 |

Print Your Plan



Print Time: 6/26/2023 8:10:46 AM

Print by: Wohlgamuth, Kelli J

Email: (not available)

Basic Information

Plan Entity Name: FY 2024 Caldwell Elementary

School One Plan (0)

Plan Fiscal Year: FY 2024

Cohort #: 3

District IRN: 004564

Plan Status: Plan Agency Approved

Revision #: 0

Primary Contact: undefined (OEDS_Principal)

Primary Contact Email: (not available)

Primary Contact Phone: (740) 826-8211

Address: null null null null null

Plan Information

1. Goal #1 of 2

1.1. Root Cause Analysis

We recognize there is need to increase teacher understanding of effective instructional and assessment practices. Professional learning will continue for all content areas but there will be a focus on increasing STEM and critical thinking strategies for students. Increasing students abilities to problem solve, build determination, and communication skills will ensure a more well-rounded experience for our students.

1.2. SMART Goal Statement

By **05/30/2026** we will improve the performance of **All Students, Elementary** students at/in **Caldwell Elementary School** to **increase 90.00 %** in **all subject areas** using **state and local assessments**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Month, all subjects - District Formative Assessments** of **All Students** will be monitored by **Classroom Teacher/s**, with an overall improvement of **increase 90.00 %** by the end of the plan.

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 07/30/2023 | 08/30/2023 | 09/29/2023 | 10/30/2023 | 11/29/2023 | 12/30/2023 |
| 01/30/2024 | 02/28/2024 | 03/30/2024 | 04/29/2024 | 05/30/2024 | 06/29/2024 |
| 07/30/2024 | 08/30/2024 | 09/29/2024 | 10/30/2024 | 11/29/2024 | 12/30/2024 |
| 01/30/2025 | 02/27/2025 | 03/30/2025 | 04/29/2025 | 05/30/2025 | 06/29/2025 |
| 07/30/2025 | 08/30/2025 | 09/29/2025 | 10/30/2025 | 11/29/2025 | 12/30/2025 |
| 01/30/2026 | 02/27/2026 | 03/30/2026 | 04/29/2026 | 05/30/2026 | 06/29/2026 |

1.4. Strategies and Actions

1.4.1. Strategy #1: Curriculum, Instruction and Assessment

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Develop and implement aligned clear learning targets, provide descriptive feedback, and utilize assessment data to improve instruction.

1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2024, End Action Step: 05/26/2026

The District will provide opportunities for community and family partners to collaborate with the district to nurture the overall development of the whole child with a focus on reading and writing.

Participant(s):

- Teachers
- Principals
- Support Staff

1.4.1.4.2. Start Action Step: 2024, End Action Step: 05/26/2026

Provide ongoing-embedded professional learning for all teaching staff members in evidenced-based instructional strategies including using Formative Instructional practices. Core content teachers will have professional learning in topics related to their fields and pedagogical foundations.

Participant(s):

- Teachers
- Principals
- Support Staff

1.4.1.4.3. Start Action Step: 2024, End Action Step: 05/26/2026

All teachers will utilize benchmark and formative assessments to measure student progress and utilize data to make instructional decisions.

Participant(s):

- Teachers

1.4.1.4.4. Start Action Step: 2024, End Action Step: 05/26/2026

Teacher-based teams will research, identify, and implement curriculum resources and protocols that are evidenced-based and support Ohio's learning standards.

Participant(s):

- Teachers

1.5. Adult Measures

1.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Quarter, Instructional Strategies - Implementation Data** of **All Staff** will be monitored by **Principal, Curriculum Director**, with an overall improvement of **increase 100.00 %** by the end of the plan.

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 10/31/2023 | 12/31/2023 | 03/31/2024 | 05/31/2024 | 10/31/2024 | 12/31/2024 |
| 03/31/2025 | 05/31/2025 | 10/31/2025 | 12/31/2025 | 03/31/2026 | 05/31/2026 |

2. Goal #2 of 2

2.1. Root Cause Analysis

A positive impact for our students would to not be the need for mental health services at all. However, students today are more stressed, depressed, and anxious. Our counselors being available to help students in crisis is important to the mental health and wellness of both staff and students. Without these services, our students would be dealing with most of their mental health issues on their own. Noble County only has one mental health facility available for students and families. By providing Telehealth services and onsite professional help through our counseling services is a much needed benefit. The fact that we have such a great support system, our students are able to get immediate help when they need it. Our counselors have additional training and are able to refer students for critical care at our local hospitals if needed. Parents are very grateful for the added support for our students and their families. Our PBIS data tells us that student office referrals for severe behavioral needs have decreased.

2.2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, All Grades** students at/in **Caldwell Elementary School, Caldwell Elementary School** to **decrease 20.00 %** in **Behavior** using **Discipline referrals**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Semester, Discipline - Discipline referrals** of **All Students** will be monitored by **Principal**, with an overall improvement of **decrease 20.00 %** by the end of the plan.

12/31/2023

05/31/2024

12/31/2024

05/31/2025

12/31/2025

05/31/2026

2.4. Strategies and Actions

2.4.1. Strategy #1: School Climate and Supports

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Collaborate and authentically engage students, teachers, and families to expand the district's capacity to provide safe, inviting, and engaging learning environments where students, staff, families, and community members feel connected, cared about, and valued.

2.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.

2.4.1.4. Action Steps

2.4.1.4.1. Start Action Step: 2024, End Action Step: 05/24/2026

Adopt evidenced based SEL strategies that help deter discipline referrals.

Participant(s):

- Staff

2.4.1.4.2. Start Action Step: 2024, End Action Step: 05/24/2026

Provide time for staff to plan and implement district and building initiatives that support the growth of students' personal attributes and a positive vision for their future. Utilize informational resources such as Character Education information. PAX Good Behavior Game, PBIS, and anti-bullying resources.

Participant(s):

- Staff

2.4.1.4.3. Start Action Step: 2024, End Action Step: 05/26/2026

All staff will participate in SEL professional development and use SEL strategies in classrooms to strengthen students' self-awareness and self-management skills.

Participant(s):

- Staff

2.5. Adult Measures

2.5.1. Adult Measure #1

- School Climate and Supports

Every **Semester, Discipline - Discipline referrals** of **All Staff** will be monitored by **Principal, Classroom Teacher/s**, with an overall improvement of **decrease 20.00 %** by the end of the plan.

| | | | | | |
|------------|------------|------------|------------|------------|------------|
| 12/31/2023 | 05/31/2024 | 12/31/2024 | 05/31/2025 | 12/31/2025 | 05/31/2026 |
|------------|------------|------------|------------|------------|------------|

