



Continuous Improvement Plan

Board of Education Commitment to Excellence: The Board of Education is committed to focusing on student learning to achieve the district's mission. This will be accomplished through efficient and sustainable use of resources to support an innovative learning environment.

Vision: Our vision is to be the recognized leader for high performance and efficiency in education.

Mission: Our mission is to facilitate maximum learning for every student.

Focus: The staff will focus on quality classroom practices including a rigorous curriculum, aligned assessments, and focused instruction to achieve maximum learning for every student.

Benchmarks and Indicators:

Benchmark 1: *Achievement at or above projected performance levels*

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

Benchmark 2: *Facilitate a year or more of growth for every year of instruction*

- Overall district/building growth will meet or exceed a year's worth of growth.
- Gifted students will meet or exceed a year's worth of growth.
- Students with disabilities will meet or exceed a year's worth of growth.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.

Benchmark 3: *Meet or exceed State's achievement and gap closing standards*

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
- Meet Annual Measurable Objectives (AMOs) for all subgroups in reading and math.

Benchmark 4: *Top of State and Nation*

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
- State Performance Index ranking will increase or remain in the top ten percent of all school districts.
- Increase or maintain at least 80 percent of juniors and seniors earning a score of three or higher on Advanced Placement exams.

Benchmark 5: *Graduates prepared for educational/vocational pursuit of their choice*

- Increase or maintain at least 90 percent of seniors giving top two ratings on the exit survey.
- Increase or maintain 50 percent of students meeting all four ACT college readiness benchmarks.
- ACT mean scores will increase or remain high at 25.
- Increase or maintain 90 percent of juniors and seniors participating in Advanced Placement courses, College Credit Plus courses, mentorship, teacher academy, Global Scholars or Industry Certification programs and/or earning an Ohio Honors Diploma and/or earning a remediation-free score in the English Language Arts and Math areas of the ACT/SAT.
- Ohio Board of Regents college data will show decrease in percentage of students taking developmental course work in college.
- Our high schools will continue to rank among the top 500 high schools in the nation as ranked by US News and World Report, Newsweek and The Washington Post (if rankings are published and our schools are eligible).

Benchmark 6: *Responsible financial management*

- Obtain annual GFOA (Government Finance Officer Association) award for excellence in financial reporting for the district's CAFR.
- Maintain or increase the district's bond rating with both Moody's and Standard & Poor's.
- Receive a successful unqualified audit with fewer than five minor compliance citations.

Benchmark 7: *Resource Allocation and Utilization that balance fiscal responsibility as they support student achievement*

- Maintain or improve the District's expenditure cost per pupil from the previous fiscal year as measured against "similar districts" as established by the Ohio Department of Education.
- The District's percent of their operating expenditures for classroom instruction vs. non-classroom purposes should rank among the top quartile as benchmarked against "similar districts" as established by the Ohio Department of Education.
- Maintain an "overall pupil/certified teacher ratio" at a level of 15.5:1 or higher as measured yearly on the OLSD 5-year forecast. This includes all certified staff such as guidance, special education, special area teachers, etc. recognizing that most individual classroom ratios will be higher.

Benchmark 8: *High community engagement and stakeholder satisfaction*

- Community survey results, when collected, equal or surpass the previous collection in areas related to educational quality, future direction, and fiscal management.
- Measurable community outreach at all levels of administration include annual reports from principals to the superintendent on community engagement.

CIP Benchmark Terminology

Growth: Growth, or Value-Added, data measure how the district, building and/or teachers are facilitating expected growth for their students. State achievement tests are used by the Ohio Department of Education to provide Value-Added calculations.

Projected Performance: This is a calculated performance level based on a student’s complete standardized testing data history. These projections are the performance level a student is most likely to attain on the state achievement tests.

Performance Index (PI): This is a calculation that reflects the achievement of every student who participates in state testing. The score is a weighted average of all tested subjects in grades 3-8 and high school. The most weight is given to students scoring at the advanced level (1.2) and decreases with each lower performance level. This creates a scale from 0 to 120 points. Students who are whole-grade or subject-level accelerated are awarded additional points towards the district and building PI if they score proficient or higher.

Untested students	0 points
Limited	0.3 points
Basic	0.6 points
Proficient	1.0 points
Accelerated	1.1 points
Advanced	1.2 points

Annual Measurable Objectives (AMO): All students in grades 3 through 8 and in various high school courses are evaluated in reading and math using Ohio’s State Tests. AMO was created to ensure that all subgroups are achieving at high levels. All students fall into at least two of the following ten student subgroups:

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| All Students | Hispanic Students |
| Economically Disadvantaged Students | Multi-Racial Students |
| Asian/Pacific Islander Students | White Students |
| Black/Non-Hispanic Students | Students with Disabilities (IEP) |
| American Indian/Alaskan Native Students | Students with Limited English Proficiency (LEP) |

There must be a minimum number of students in any subgroup for a district or building to receive an AMO rating. AMO minimums and targets are set annually by the Ohio Department of Education.

ACT/SAT College Remediation Free scores: The Ohio Department of Higher Education works with Ohio universities to set the remediation-free scores for the ACT and SAT. College Readiness scores indicate a high probability that students will have success in credit-bearing college course with the identified discipline.

Subject	ACT	SAT
English Language Arts	English subscore of 18 or higher Reading subscore of 22 or higher	Evidence-Based Reading and Writing (EBRW) 480 or higher
Mathematics	Mathematics subscore of 22 or higher	Mathematics 530 or higher

Ohio Honors Diploma: The Ohio Department of Education offers multiple pathways to earning a Diploma with Honors. Information about each pathway and diploma type can be found at ohio.education.gov using the keyword search “honors diploma.”

