

NORWAYNE LOCAL SCHOOLS

CONTINUOUS IMPROVEMENT PLAN

2018 -2019

District Profile

1. School's History

The North Central School District was consolidated in 1949 when the communities of Burbank, Creston, and Sterling combined to provide improved educational opportunities for its young people. Voters passed a bond issue for the building of the new consolidated high school in 1950, and in 1953 classes began at Norwayne High School for students in grades 9-12. Burbank, Creston, and Sterling schools housed students in grades K-8 until 1972 when the 7th and 8th grade consolidated program opened at Creston School, thus Burbank and Sterling Schools provided for students in grades K-6. In 1988, a sizable addition and building renovations transformed the Creston building into a middle school for grades 5-8, and Burbank and Sterling became K – 4 buildings. In 2006 another bond levy was passed enabling the district to build new elementary and high school buildings in addition to renovating the old high school to serve as a middle school. Today all buildings are on one campus, and the campus has become known as the Norwayne School District with Norwayne Elementary housing PK-5th grade, Norwayne Middle School housing grades 6–8, and Norwayne High School accommodating grades 9-12. At the high school, seventeen college credit plus courses are available.

2. Physical Environment

The Norwayne Local School District is rural in nature and serves students of the communities of Burbank, Sterling, and Creston plus the surrounding areas of Canaan, Milton, and parts of Congress Townships in Northern Wayne County and Southern Medina County. Agriculture is the main “livelihood” in the Norwayne District. The primary tax duplicate is comprised of agricultural and residential property. There is little industry to support the tax base.

Approximately 51.3% of the school's revenue comes through the state foundation program, 33.6% from local real estate taxes, 5.3% from federal grants, and 9.8% from other sources. The district passed a .75% Earned Income Tax in November 2013 which provided approximately 10% of the revenue for the district in FY18. The district ranks 9th lowest out of 10 districts in Wayne County in valuation per pupil (\$134,492), and 9th lowest in voted tax millage. Norwayne's per pupil expenditures in FY17 were \$8,441, which ranked 592nd out of 606 school districts in the state. Norwayne remains in the lowest 2% of Districts in the state for cost per pupil, but remains the highest in performance for a comparison group as indicated by the 2016-17 School District Report Card.

3. Social Climate

The school climate is reflective of a very caring community who supports the schools and school programs both by voting needed revenue when called upon to do so and by their volunteerism in the schools. The district has active community, school and adult support groups, as well as the academic boosters and athletic boosters, which raise funds to help meet the needs of various educational and student activity programs.

4. District Safety

Norwayne Local School's top priority is to keep students and staff safe. We have incorporated many safety measures including hiring a district SRO (school resource officer), updating Norwayne Middle School's entryway, limiting visual access to the buildings by adding one-way vinyl to each building exterior entrance, upgrading cameras and lighting, installing audio and video recording devices on all buses, and providing ongoing staff safety training.

5. Student Characteristics and Behaviors

Strong family values throughout the community help guide students' thinking and their ultimate social behaviors both at school and throughout the community. About 71% of the graduating classes continue on through some type of post high school preparatory program of studies. Norwayne's alumni have assumed roles of leadership in many fields, including teaching, business, farming and industry.

6. Staff Age, Experience, Attitudes, Expertise

The Norwayne staff is comprised of a blend of ages ranging from 22-75; average age is 47. The average experience level of the professional staff is 13.8 years and the support staff is 10 years. Attitudes and attributes among the staff are varied but again, the blend of expertise provides for enrichment of curriculum and an expansion of opportunities for students. 61% of our teachers hold Masters' Degrees or more.

7. Communication and Decision-Making Patterns

The district, through its Board of Education all the way to the community level, has a communication plan which operates through the Board Communications Committee. Yearly goals are established and monthly activities/reports are a segment of the regular school board meeting agendas. Decision making patterns are configured through Board adopted policies as outlined in Section BCE of the Policy Manual.

8. Leadership

Leadership in Norwayne is both a top down and bottom up approach since input from the staff, parents, students, and community is continually sought as the district revises/updates its curriculum and provides its students with educational opportunities.

9. Relationships with Alumni, Parents, the Community, and Local District Personnel

A hallmark of the Norwayne District is its congenial and harmonious relationship with tremendous successes in working together on matters of mutual concern. There are processes and policies in place to address concerns as well as to suggest and recommend needed changes. In addition, students, staff and the community is formally and officially recognized for accomplishments and outstanding achievements. The Norwayne Alumni have proven to be generous in supporting scholarships and school improvements including facilities, programs and various other endeavors.

10. Other important aspects that affect diagnosis

As with the development of the continuous improvement plan, there is something truly unique about Norwayne Schools and the Norwayne Community, which is characterized by always asking – "Is what is being proposed or suggested really good for kids?"

NORWAYNE LOCAL SCHOOLS

Continuous Improvement Planning Advisory Committee

2018 – 2019

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NORWAYNE LOCAL SCHOOLS

2018 - 2019

MISSION:

Norwayne Local Schools emphasize life-long learning by committing to high performance standards and focusing on the unique qualities and interests of each student.

VISION:

Norwayne Local students will become self-confident, responsible, productive members of their community. Our instructional program will provide the opportunity for all students to reach their potential and become life-long learners.

In order to emphasize life-long learning, the district will incorporate strategies to ensure students:

- Experience success in order to become engaged learners
- Can apply concepts now and utilize them later in life
- Seek new learning experiences
- Are problem-solvers
- Are critical and creative thinkers
- Are proficient in all aspects of informational literacy and applications of technology

In order to focus on the unique qualities and interests of each student, the district is committed to the following actions:

- Support each student in his/her development from his/her current level of performance toward his/her full potential
- Examine individual abilities, needs, and interests from at-risk to gifted/talented, and plan the steps needed to help each student meet or exceed appropriate learning goals

NORWAYNE LOCAL SCHOOLS

Our Beliefs and Values 2018 – 2019

We believe that curriculum should be...

- sequential
- a part of preparing students for life and career beyond Norwayne Local Schools
- the vehicle to provide students with high standards and instruction to meet individual student needs
- aligned to Ohio Department of Education Standards, mapped and followed at all levels
- integrated and process oriented

We believe that effective instruction...

- is meaningful and applicable and engages students
- is student centered and differentiated to match a variety of learning styles and levels of ability
- provides life-long skills and career readiness
- focuses on process, teaching for understanding, and application
- integrates the use of technology

We believe that assessment should...

- guide curriculum and instruction
- provide both formative and summative data about student performance.
- be differentiated as needed to incorporate alternative methods
- be authentic
- be used to track growth and progress
- involve self-assessment for students and teachers
- incorporates the use of technology

We believe that the learning environment should...

- provide safety (physical, social, emotional) and promote respect between and among teachers and students
- provide a positive, supportive, inviting atmosphere
- promote life-long learning and individual educational and career goals

NORWAYNE LOCAL SCHOOLS

Achievement Testing Results

Report Card Indicators

2017 - 2018

Norwayne Local Schools

Four-Year Report on Achievement Testing

	2014-15	2015-16	2016-17	2017-18	Growth	Growth
					2014-18	2017-18
Government	63.30%	69.80%	71.00%	85.40%	22.10%	14.40%
History	76.90%	84.20%	85.60%	86.50%	9.60%	0.90%
Biology		72.70%	78.30%	84.50%	11.80%	6.20%
ELA I	76.50%	68.00%	89.40%	84.10%	7.600%	-5.30%
ELA II		50.90%	79.00%	80.70%	29.80%	1.70%
Algebra 1	70.40%	81.70%	71.60%	84.00%	13.60%	12.40%
Geometry	100.00%	57.90%	68.70%	60.20%	-39.80%	-8.50%
8th						
ELA	89.40%	72.50%	71.60%	76.10%	-13.30%	4.50%
Math	91.30%	49.40%	86.60%	88.20%	-3.10%	1.60%
Science	96.70%	91.70%	91.20%	95.40%	-1.30%	4.20%
7th						
ELA	86.90%	72.60%	82.90%	86.40%	-0.50%	3.50%
Math	90.70%	86.80%	88.80%	89.10%	-1.60%	-2.40%
6th						
ELA	78.00%	62.60%	76.00%	83.80%	5.80%	7.80%
Math	89.00%	79.30%	73.90%	82.20%	-6.80%	8.30%
Social St	82.00%	74.80%	86.00%	NA		
5th						
ELA	79.40%	82.40%	87.40%	84.90%	5.50%	-2.50%
Math	88.90%	86.80%	91.80%	81.30%	-7.60%	-10.50%
Science	89.70%	95.60%	98.90%	92.10%	2.40%	-6.80%

	2014-15	2015-16	2016-17	2017-18	Growth	Growth
					2014-18	2017-18
4th						
ELA	82.40%	75.00%	78.90%	80.00%	-2.40%	1.10%

Math	85.60%	96.90%	85.00%	86.40%	0.80%	1.40%
Social St	97.80%	99.00%	95.00%	NA		
3rd						
ELA	90.50%	74.20%	90.40%	96.70%	6.20%	6.30%
Math	84.40%	87.80%	92.10%	95.70%	11.30%	3.60%

NOTE: ELA and Math Scores from 2014-2015 are results from PARCC tests.

Additional Scores	2014-15	2015-16	2016-17	2017-18
Performance Index/120	84.1% = B	80.1% = B	85.1% = B	84.6% = B (21 of 24 indicators met)
Graduation Rate – 4-year	90.7% = B	94.3% = A	92.1% = B	93.3% = A
Graduation Rate – 5-year	92.7% = B	90.7% = B	97.1% = A	92.4% = B
Prepared for Success	NR	C	A	54.1% = D
Third Grade Reading Guarantee	NR	100%	100%	100% = A
K – 3 Literacy	NR	F	C	52.65% = C
Gifted Indicator	C	F	Not Met	Not Met
Gap Closing (AMOs)	B	F	B	A

Performance Index Details	2014-15	2015-16	2016-17	2017-18
District	84.8% = B	80.1% = B	85.1% = B	84.8% = B
High School		68.9% = D	80.3% = B	78.6% = C
Middle School		79.8% = C	83.9% = B	85.6% = B

Elem School		86.6% = B	88.8% = B	87.5% = B
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Gifted Indicator Details	2014-15	2015-16	2016-17	2017-18
District				
Value Added	C = MET	NR	Not Met	Not Met
Perf Index	Not Met	Not Met	Met	Met
Inputs	Met	Not Met	Not Met	Not Met
INDICATOR	Not Met	Not Met	Not Met	Not Met
High School				
Value Added	NR	NR	NC	NC
Perf Index	Not Met	Not Met	Not Met	Not Met
Inputs	Not Met	Not Met	Not Met	Not Met
INDICATOR	Not Met	Not Met	Not Met	Not Met
Middle School				
Value Added	C = MET	NR	NC	NC
Perf Index	Not Met	Not Met	Met	Met
Inputs	Met	Not Met	Not Met	Not Met
INDICATOR	Not Met	Not Met	Not Met	Not Met
Elem School				
Value Added	C = MET	NR	NC	NC
Perf Index	Not Met	Met	Met	Met
Inputs	Not Met	Not Met	Not Met	Met
INDICATOR	Not Met	Not Met	Not Met	Met
AMO Details	2014-15	2015-16	2016-17	2017-18
District				A
<u>Economically Disadvantaged</u>				
ELA	74.6%	58.5%	70.2%	94.6%
Math	77.4%	70.7%	75.0%	93.7%
<u>IEP Students/ St. w Disabilities</u>				
ELA	47.1%	26.0%	40.7%	74.8%
Math	54.0%	46.5%	49.4%	71.0%

High School				A
<u>Economically Disadvantaged</u>				
ELA		41.0%	NR	94.2%
Math		36.1%	NR	82.9%
<u>IEP Students/ St. w Disabilities</u>				
ELA		NR	NR	70%
Math		NR	NR	56.3%
Middle School				A
<u>Economically Disadvantaged</u>				
ELA		53.5%	67.4%	92.3%
Math		68.0%	74.4%	96.4%
<u>IEP Students/ St. w Disabilities</u>				
Language Arts		22.2%	NR	73.8%
Math		41.7%	NR	79.5%
Elem School				A
<u>Economically Disadvantaged</u>				
ELA		70.8%	74.2%	97%
Math		86.5%	80.6%	96.7%
<u>IEP Students/ St. w Disabilities</u>				
Language Arts		37.0%	47.8%	78.6%
Math		67.4%	58.7%	71.9%

NORWAYNE LOCAL SCHOOLS

Continuous Improvement Plan Goals

2018 - 2019

Norwayne Local Schools' Continuous Improvement Plan Goals 2018 - 2019

Mission: Norwayne Local Schools emphasizes life-long learning by committing to high performance standards and focusing on the unique qualities and interests of each student.

Goal 1: Annual Measurable Objectives (AMO's) (Everyone)

District will continue to meet or exceed AMO goals on the 2018 - 2019 local report card, including Reading, Math, and Graduation, especially in the areas of Economically Disadvantaged students and IEP students.

Goal 2: Curriculum Mapping & Assessment (Grade Level and Content Area Teams and Curriculum Consultant)

Revise curriculum maps aligned to the Ohio Department of Education Standards and based on review of assessment subcategory data. Assessments will be aligned to the Ohio Department of Education Standards, and reflect the state testing methods, including technology applications.

Goal 3: Uniqueness of Each Student (Teachers and Administrators)

The district will focus on the unique qualities of each student by achieving the following:

All teachers will use the results of assessments to design and amend instruction to meet the needs of individual students and/or groups of students.

Goal 4: Technology (Everyone)

The district will explore various options to utilize technology for student enrichment and staff development. The district will continue to upgrade technology/technology devices and training to increase student informational literacy for academic growth, assist teachers in tracking students' progress and online achievement testing, business operations, and data gathering and analysis for state and local needs.