

NORWAYNE LOCAL SCHOOLS

CONTINUOUS IMPROVEMENT PLAN

2019 -2020

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 (opening in January, 2010) housing PK-5th grade, Norwayne Middle School (opening in August, 2011) housing grades 6–8, and Norwayne High School (opening in August, 2010) accommodating grades 9-12.

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. The District receives a great deal of support from residents and alumni to help with fundraising efforts for major projects. Approximately 49.7% of the school’s revenue comes through the state foundation program, 27.7% from local real estate taxes, 3.8% from federal grants, and 9.4% from open enrollment and other sources. The district passed a ¾% Earned Income Tax in November 2013 which was renewed in 2018. The income tax provided approximately 9.4% of the revenue for the district in FY19. The district ranks 9th lowest out of 10 districts in Wayne County in valuation per pupil (\$135,522), and 9th lowest in voted tax millage. Norwayne’s per pupil expenditures in FY18 were \$8,558, which is the lowest in Wayne County and ranks 601st out of 607 school districts in the state. Norwayne remains in the lowest 1% of Districts in the state for cost per pupil, but remains in the top 20% in the state for academic performance as indicated by the 2017-18 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, elementary and middle school PTOs, music 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 70% of the graduating classes continue on through some type of post high school preparatory program of studies. Norwayne's alumni has assumed roles of leadership in many fields, including teaching, medical, business, farming, and industry.

6. Staff Age, Experience, Attitudes, Expertise

The Norwayne staff is comprised of a blend of ages ranging from 24-76; average age is 47. The average experience level of the professional staff is 13.6 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. Fifty-nine percent of our teachers hold master's degrees or higher. The average experience of administrators in the district is 10.3 years.

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 has 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

2019 - 2020

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NORWAYNE LOCAL SCHOOLS

2019 - 2020

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 2019 – 2020

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, hands-on, 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 STEAM concepts and 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

2018 - 2019

Norwayne Local Schools

Four-Year Report on Achievement Testing

	2015-16	2016-17	2017-18	2018-19	Growth	Growth
					2016-19	2018-19
Government	69.80%	71.00%	85.40%	81.00%	11.20%	-4.40%
History	84.20%	85.60%	86.50%	88.00%	3.80%	1.50%
Biology	72.70%	78.30%	84.50%	76.50%	3.80%	-8.00%
ELA I	68.00%	89.40%	84.10%	81.80%	13.80%	-2.30%
ELA II	50.90%	79.00%	80.70%	75.40%	24.50%	-5.30%
Algebra 1	81.70%	71.60%	84.00%	86.20%	4.50%	2.20%
Geometry	57.90%	68.70%	60.20%	59.00%	1.10%	-1.20%
8th						
ELA	72.50%	71.60%	76.10%	74.50%	2.00%	-1.60%
Math	49.40%	86.60%	88.20%	90.80%	41.40%	2.60%
Science	91.70%	91.20%	95.40%	95.10%	3.40%	-0.30%
7th						
ELA	72.60%	82.90%	86.40%	88.90%	16.30%	2.50%
Math	86.80%	88.80%	89.10%	91.80%	5.00%	2.70%
6th						
ELA	62.60%	76.00%	83.80%	76.90%	14.30%	-6.90%
Math	79.30%	73.90%	82.20%	76.50%	-2.80%	-5.70%
Social St	74.80%	86.00%	NA	NA		
5th						
ELA	82.40%	87.40%	84.90%	85.00%	2.60%	0.10%
Math	86.80%	91.80%	81.30%	85.60%	-1.20%	4.30%
Science	95.60%	98.90%	92.10%	91.40%	-4.20%	-0.70%

	2015-16	2016-17	2017-18	2018-19	Growth	Growth
					2016-19	2018-19
4th						
ELA	75.00%	78.90%	80.00%	88.30%	13.30%	8.30%
Math	96.90%	85.00%	86.40%	96.90%	0.00%	10.50%
Social St	99.00%	95.00%	NA	NA		
3rd						
ELA	74.20%	90.40%	96.70%	92.40%	18.20%	-4.30%
Math	87.80%	92.10%	95.70%	93.30%	5.50%	-2.40%

Additional Scores	2015-16	2016-17	2017-18	2018-19
Performance Index/120	80.1% = B	85.1% = B	84.6 = B	84.3 = B
Graduation Rate – 4-year	94.3% = A	92.1% = B	93.3% = A	90.2 = B
Graduation Rate – 5-year	90.7% = B	97.1% = A	92.4% = B	93.3 = B
Prepared for Success	C	A	54.1% = D	53.3 = D
Third Grade Reading Guarantee	100%	100%	100% = A	98% = A
K – 3 Literacy	F	C	52.65% = C	41.9% = C
Gifted Indicator	F	Not Met	Not Met	Met
Gap Closing (AMOs)	F	B	A	A

Performance Index Details	2015-16	2016-17	2017-18	2018-19
District	80.1% = B	85.1% = B	84.8% = B	84.3% = B
High School	68.9% = D	80.3% = B	78.6% = C	76.4% = C
Middle School	79.8% = C	83.9% = B	85.6% = B	84.1% = B
Elem School	86.6% = B	88.8% = B	87.5% = B	89.4% = B

Gifted Indicator Details	2015-16	2016-17	2017-18	2018-19
District				
Value Added	NR	Not Met	Not Met	Met
Perf Index	Not Met	Met	Met	Met
Inputs	Not Met	Not Met	Not Met	Met
INDICATOR	Not Met	Not Met	Not Met	Met
High School				
Value Added	NR	NC	NC	Not Met
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	NR	NC	NC	Met
Perf Index	Not Met	Met	Met	Met
Inputs	Not Met	Not Met	Not Met	Met
INDICATOR	Not Met	Not Met	Not Met	Met
Elem School				
Value Added	NR	NC	NC	Met
Perf Index	Met	Met	Met	Met
Inputs	Not Met	Not Met	Met	Met
INDICATOR	Not Met	Not Met	Met	Met

AMO Details	2015-16	2016-17	2017-18	2018-19
District			A	A
<u>Economically Disadvantaged</u>				
ELA	58.5%	70.2%	94.6%	93.15%
Math	70.7%	75.0%	93.7%	94.00%
<u>IEP Students/ St. w Disabilities</u>				
ELA	26.0%	40.7%	74.8%	74.81%
Math	46.5%	49.4%	71.0%	74.11%
High School			A	B
<u>Economically Disadvantaged</u>				
ELA	41.0%	NR	94.2%	86.18
Math	36.1%	NR	82.9%	73.19
<u>IEP Students/ St. w Disabilities</u>				
ELA	NR	NR	70%	NC
Math	NR	NR	56.3%	NC
Middle School			A	A
<u>Economically Disadvantaged</u>				
ELA	53.5%	67.4%	92.3%	91.16
Math	68.0%	74.4%	96.4%	96.00
<u>IEP Students/ St. w Disabilities</u>				
Language Arts	22.2%	NR	73.8%	74.58
Math	41.7%	NR	79.5%	78.75
Elem School			A	A
<u>Economically Disadvantaged</u>				
ELA	70.8%	74.2%	97%	99.88
Math	86.5%	80.6%	96.7%	103.33
<u>IEP Students/ St. w Disabilities</u>				
Language Arts	37.0%	47.8%	78.6%	81.79
Math	67.4%	58.7%	71.9%	85.13

NORWAYNE LOCAL SCHOOLS

Continuous Improvement Plan Goals

2019 - 2020

Norwayne Local Schools' Continuous Improvement Plan Goals 2019 - 2020

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 item-analysis of assessment 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 and STEAM initiatives 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.