

**CLERMONT NORTHEASTERN LOCAL SCHOOLS**

# **STRATEGIC PLAN**

Destination 2024

2021-2024





# DESTINATION 2024

## ABOUT THE PLAN

In 2015, Clermont Northeastern Schools released a strategic plan that has guided our work for the past 6 years. At that time we committed to providing a better school experience for students, families, community members, and staff. As a district we have made tremendous leaps forward and improved the learning outcomes for all students. As we embark on a journey that will lead us into 2024 and beyond, we will remain committed to providing high quality opportunities for all and a rigorous, challenging education for our students.

Over the past 6 years we have sought to build the capacity of our staff through evidence-based professional development. The opportunities that are available to our staff are unrivaled and unmatched in our area. Additionally, we have made data the driving force behind our decision making process. Data guides our decisions related to staffing, instruction, assessment, climate, culture, resources, and finances.

As we keep an eye on 2024, our staff will continue to focus on developing lifelong learners while improving the learning experience for our students. Since 2018, the district has been awarded over \$2.5 million dollars in grants. This has increased the opportunities for our students and truly turned the district into a model that other districts are trying to emulate.

The success that the district has had over the past 6 years is due in large part to the amazing families that reside in our community. We are dedicated to engaging our families in our improvement plans and have partnered with John Hopkins University, Ohio Statewide Family Engagement Center, and State Support team 13 to help us accomplish this at a high level. Our work will focus on providing greater levels of support to families as they navigate through major transitions with their children. We will focus on the transition from home to kindergarten, elementary to middle school, middle to high school, and beyond high school.

The world has changed dramatically over the past 6 years and more changes are sure to come as we near 2024. We will strive to ensure all students are prepared for the challenges they will encounter once they graduate. Whether our students enroll in college, enter the workforce, or enlist in the military we want them to have the skills necessary to be successful in our ever changing world.

This strategic plan update, Destination 2024, will outline our goals for the next 3 years. These plans will allow us to focus our time, energy, and resources to strengthen our school community and truly make Clermont Northeastern a destination district that supports all families.

# GREAT THINGS ARE HAPPENING IN CLERMONT NORTHEASTERN

## AT A GLANCE



70% of Our  
Teachers Have a  
Masters Degree



95.1%  
Student  
Attendance Rate



93.5% 4 Year  
Graduation Rate



1:1 Chromebook  
Technology for  
Students



Over 2.5 Million  
Dollars in Grant  
Awards Since  
2019



## VISION

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

# MISSION

Clermont Northeastern, 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 Clermont Northeastern 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 Clermont Northeastern 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. Clermont Northeastern 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.

# Clermont Northeastern Schools

## 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.

# Fiscal Stability

The Clermont Northeastern Board of Education continually strives to be good stewards of the public tax dollars received. While funds from the state continue to fluctuate and financial challenges face our district, the Board, CFO and Superintendent have taken steps to be proactive with evaluating onboarding and offboarding of items affecting district finances. This includes but is not limited to auditing current contracts that the district has entered into to find additional opportunities for savings.

1. Continue to prepare cogent, well informed five year forecasts that allow the district to best plan for future expenditures and capital purchases.
2. Implement technology enhanced procedures for financial processes to improve efficiency such as electronic time cards via SCView, or other technology which integrates with the current payroll or accounting software programs.
3. Improve overall communications and transparency in our financial matters by posting all financial data including audits, five year forecast presentations, and continuing the district's initiative with Ohio Online Checkbook on the district website.



# Facility Management

The Clermont Northeastern School District has some of the oldest buildings that are still actively being used in our region. Keeping the buildings operating in line with modern standards requires constant planning and the allocation of time, money, energy, etc. The district is able to maintain the buildings thanks in large part to the Permanent Improvement Fund Levy that was approved by the voters many years ago. CNE utilizes a Permanent Improvement Committee to help prioritize non-emergency facility improvements and repairs.

During the 2016-17 school year the district took advantage of incredibly low interest rates and obtained a permanent improvement loan. The loan allowed the district to tackle many outstanding projects that were vital to the district's operations. The projects included replacing or updating the roofs of all buildings; purchasing curriculum materials; updating the elementary playground; and replacing sections of the parking lot that were filled with potholes. Today the district continues to pay down the loan balance while still retaining the ability to make facility improvements at the recommendation of the Permanent Improvement Committee.

As we near our Destination 2024 the district has prioritized the following projects: replacing the elementary kitchen freezers; installing/replacing lighting on the athletic fields; replacing the band concession stand; replacing concrete sidewalks in front of the buildings; purchasing band instruments and choir risers; replacing the surface of the tennis courts and the track.

# CAPITAL IMPROVEMENTS

16-17

Air conditioning project completed

17-18

Roofing project began  
BOLO STICK Installation for temporary door locking devices.

18-19

New gym floor. new stage curtains, entire gymnasium repainted, baseball concession/press box built  
updated boilers to natural gas

19-20

Parking lot sections replaced  
Parking lots sealed and striped  
New HS scoreboards,

20-21

School Based Health Care Center project began. Mercy Health opened in renovated space at the high school

21-22

Crows nest enclosure in HS Gym, Installation of NFHS cameras at stadium/HS gym

**Key Improvements Since 2016**

# INSTRUCTIONAL IMPROVEMENTS

16-17

Teacher based Teams established in all buildings with the goal of improving Tier I instruction

Curriculum Maps developed for all classes

17-18

New instructional materials purchased for all core area classes

Purchase of Chromebooks for all students 1:1

Coaching for content area teachers implemented

18-19

Haggerty Training for Literacy

Orton Gilliam Training Began

Technology Coaches from Hamilton County Education Service Center

19-20

Developed a District Literacy Plan

Implemented MAP Testing as a universal screener

20-21

Literacy Essentials for Teachers of Reading and Spelling Training (LETRS)

Literacy Coaching in all buildings

21-22

Literacy work continues in all buildings including LETRS training and coaching

**Key Improvements Since 2016**

# SYSTEMATIC IMPROVEMENTS

15-16

Strategic Plan introduced

Started Ohio Improvement Process with Ohio Department of Education and State Support Team 13

16-17

Began OLI-4 Administrator Training with University of Dayton and Ohio Leadership Advisory Council

District Leadership Team Established

17-18

Completed OLI-4 and started facilitating DLT, BLT, and TBT with internal capacity.

18-19

Training in District Improvement Teams (DIT) begins

19-20

DIT Training concluded and the DIT begins to function on its own

20-21

Family Engagement Teams established and trained in each building

Improvements to online instruction capabilities

**Key Improvements Since 2016**

# GRANT AWARDS

16-17

Martha Holden  
Jennings Grant  
for Summer  
Institute

17-18

Martha Holden  
Jennings Grant  
for Summer  
Institute

18-19

Ohio Bureau of  
Works Compensation  
Grant for Restorative  
Practices

19-20

Dollar General  
Literacy Grant  
  
Lowe's Toolbox for  
Education  
  
Connect Clermont  
  
Walmart Community  
Grant

20-21

Comprehensive State  
Literacy Development  
Grants in  
Elementary, Middle,  
and High Schools  
  
Stop Violence  
Prevention Grant -  
US Department of  
Justice

21-22

USDA Farm to  
Table Grant  
  
Innovative  
Workforce  
Development  
Grant

**OVER \$2.5 MILLION  
SINCE 2018**

## **IMPROVEMENTS TO WEBSITE**

Clermont Northeastern continues to make investments and improvement in to the layout and the design of the website. Our goal is to make the website a friendly resource with up to date and relevant information.

## **TYPES OF COMMUNICATIONS**

Clermont Northeastern can leverage our website platform to connect to families via email, phone, social media, and text message. Families can download the Clermont Northeastern mobile App from Apple or Google Play. Clermont Northeastern sends many articles to local newspapers to be published in print. Our district is also working to increase the flow of timely and relevant information by publishing district newsletters.



# Types of Communication



## FACEBOOK

<https://www.facebook.com/CNESchoolDistrict>



## CNE SCHOOLS APP

I-Tunes  
Google Play



## TWITTER

@CNESCHOOLS  
@cnehighschool  
@cnemiddle  
@cneelementary



## WEBSITE

[www.cneschools.org](http://www.cneschools.org)



## PHONE

(513) 625-1211  
Elementary ext 410  
Middle ext 210  
High ext 110



## EMAIL

Families that have completed final forms with updated addresses will be notified for events and information via email.



## TEXT MESSAGES

The district can use text messaging platforms to communicate with families about events and classroom specific information.

## INCREASE COMMUNICATIONS

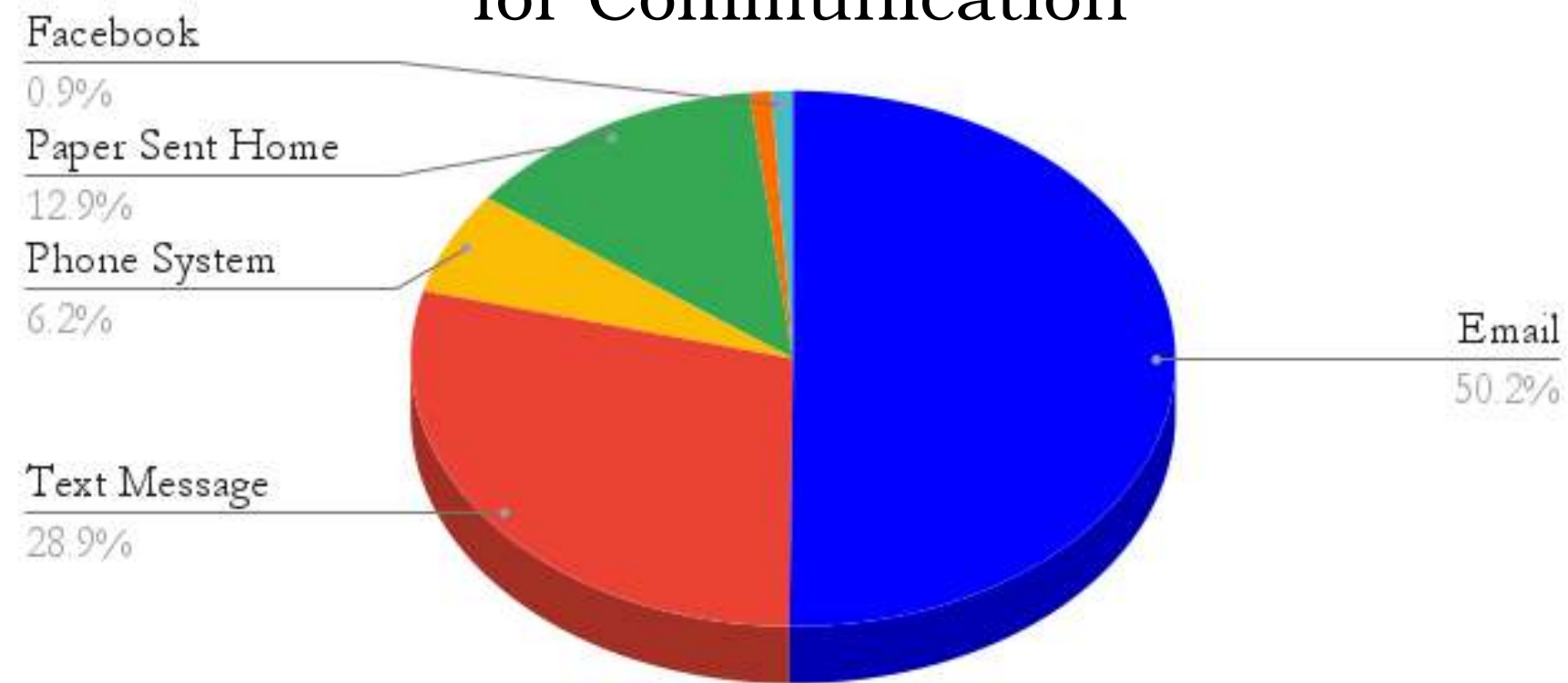
Clermont Northeastern surveyed families about their preferred methods of communication. We are using the data collected to improve and strengthen how we connect with families. The overwhelming majority of families indicated email and text messaging were the preferred methods for communicating important information. We will better use the tools we already have, as well as new tools, to better engage in 2-way communication with our families primarily through email and text.



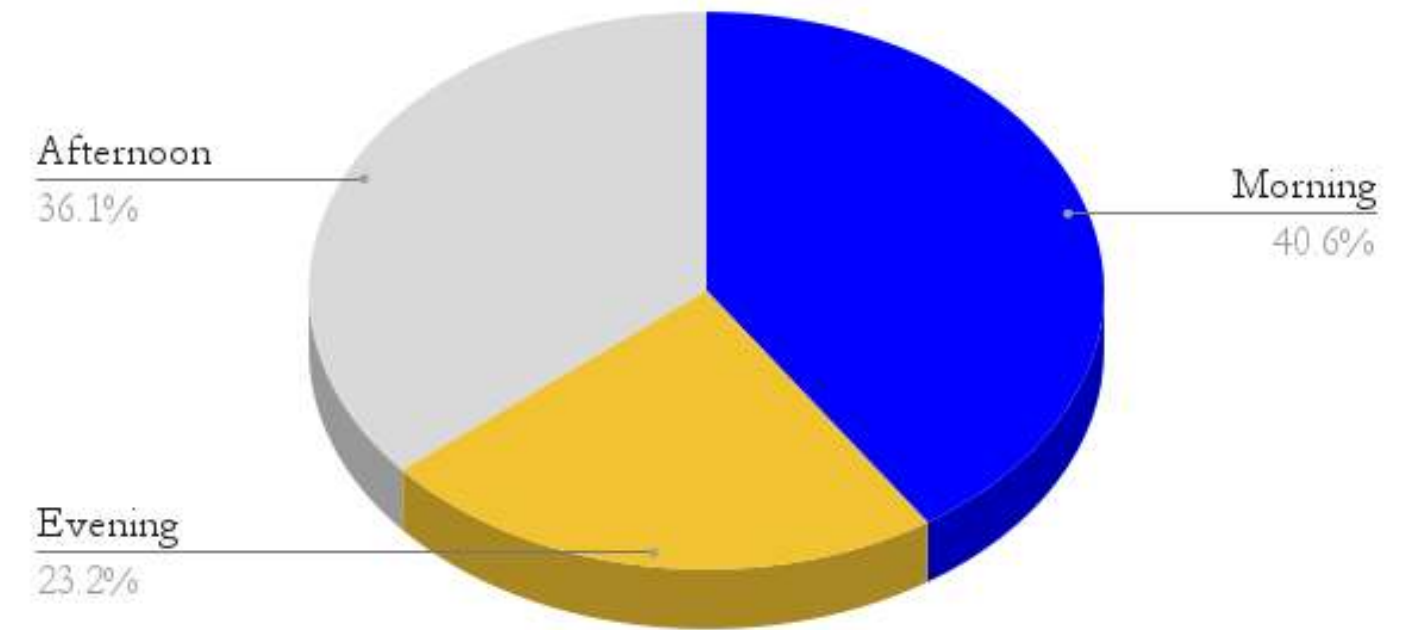


# Family Survey Data Spring 2021

## Preferred Method for Communication



## Preferred Time of Day for Communication



# **Mission Statement on Family Engagement**

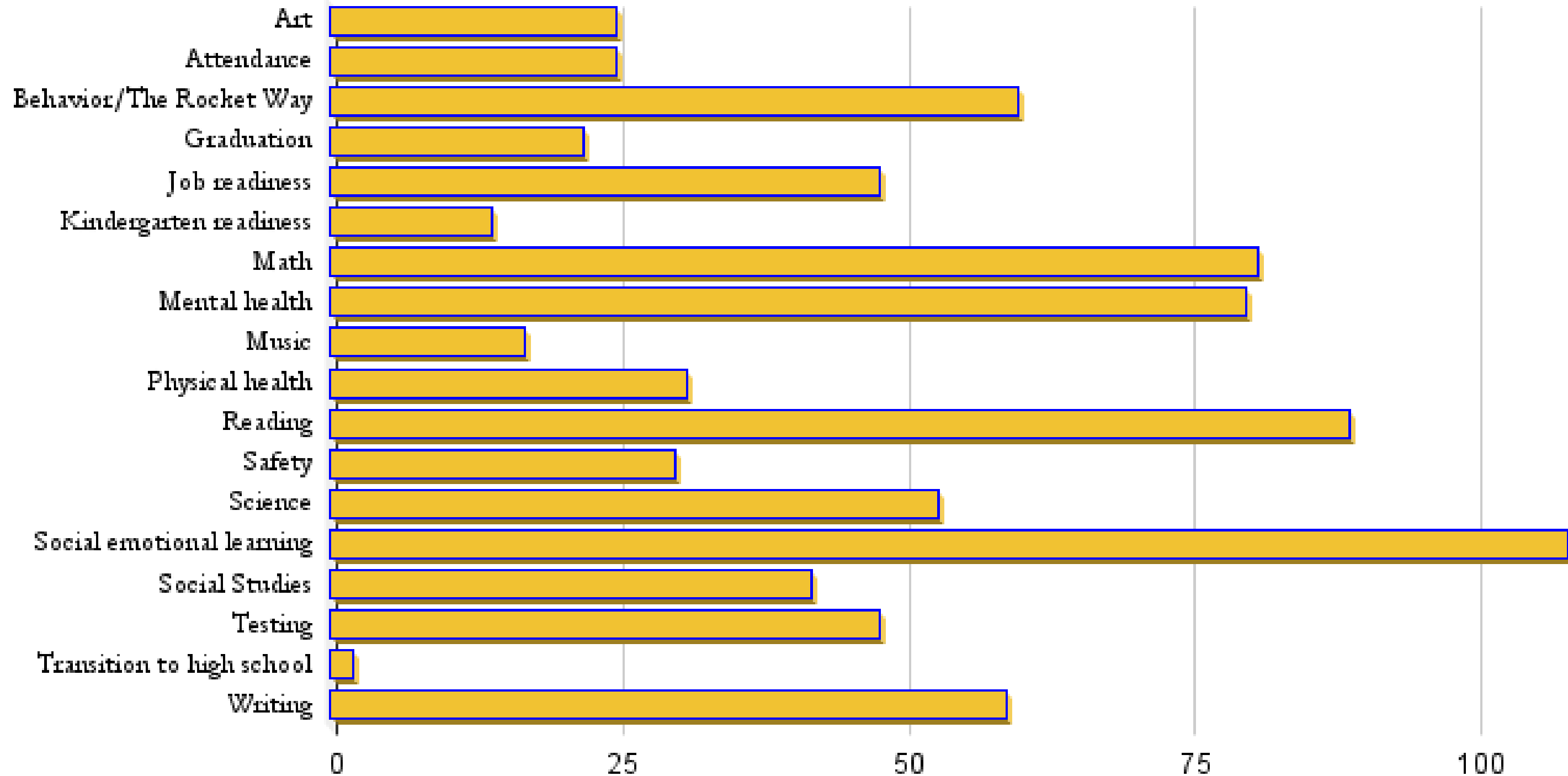
Clermont Northeastern will develop and cultivate the partnerships with families and school staff to provide the whole child with the adult support needed to grow and face the challenges of learning and life. Clermont Northeastern Schools will focus on improving parent efficacy by getting parents involved early in the learning process and keeping them involved beyond high school.

## **Vision for Family Engagement**

Clermont Northeastern believes family engagement is an ongoing process and that it should increase active participation, communication and collaboration between students, families, staff, and the community. We strive to create an inclusive atmosphere where families, schools, and communities work together to create meaningful partnerships that lead to gains in student achievement.

# Family Survey Data Spring 2021

## Topics Families Would Like to Learn About from School Buildings

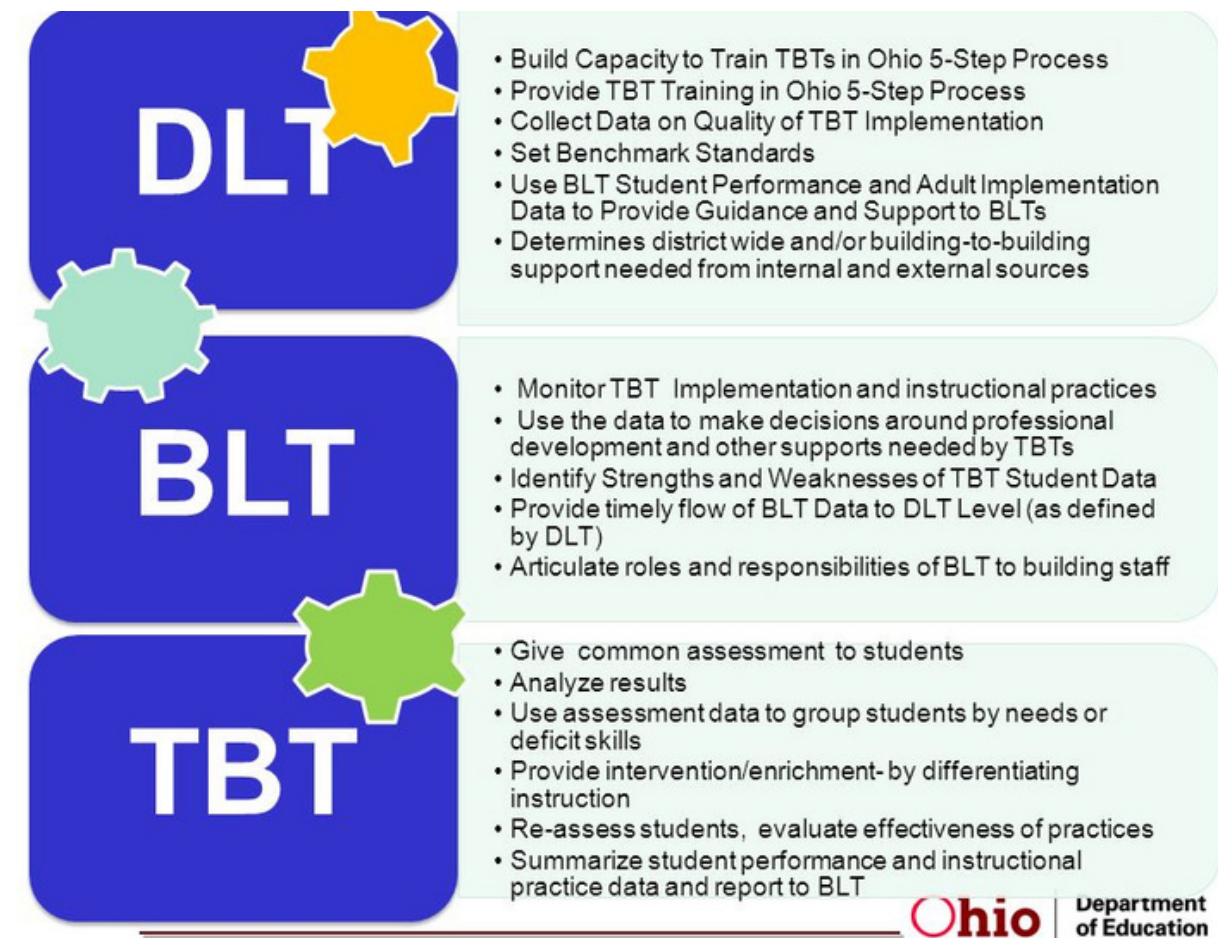
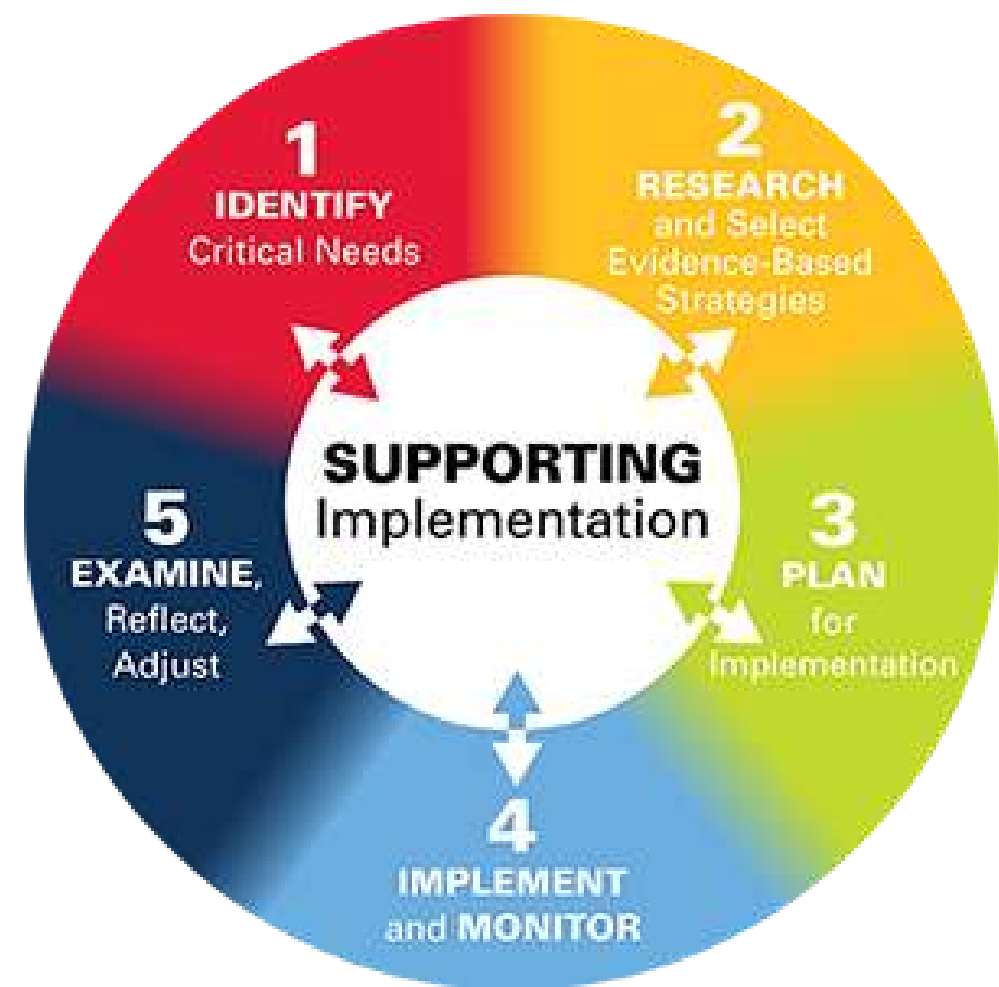


# **OHIO IMPROVEMENT PROCESS**

Clermont Northeastern began implementing the Ohio Improvement Process in 2015 with the support of State Support Team 13. What started as coaching for administrators has blossomed into many other programs and initiatives that have positively impacted the educational experience of all students. Clermont Northeastern's initial success with the OIP has opened the doors to many opportunities not available to other districts.

Rather than looking at the Ohio Improvement Process (OIP) as an exercise in compliance, CNE has embraced the strategies embedded in the process. At its core the OIP seeks to bring educators together, in collaborative teams, to learn from one another. These peer to peer networks are the bedrock of the OIP. They allow for everyone's voice to be heard and multiple perspectives to be included as the district charts its path forward. It also allows for greater communication, transparency, and shared decision making across all levels of the district.

# OHIO IMPROVEMENT PROCESS(OIP)



# **DISTRICT IMPLEMENTATION TEAM (DIT)**

The District Implementation Team (DIT) is tasked with ensuring the district has processes and procedures in place for selecting and implementing programs and assessments with fidelity. This is done through data collection, communicating progress, and addressing any barriers to implementation. The team also ensures any new innovations align with the district's vision, mission, and core beliefs. Prior to implementing any new program or assessment the DIT examines the innovation's usability, sustainability, need, fit, capacity, and evidence of success.

Members of the DIT include the superintendent, school psychologists, central office administrators, and building administrators.



# Clermont Northeastern Schools Strategic Alignment



Clermont Northeastern Strategic Plan

District Goals

District Leadership Team

District Implementation Team

Administrative Team

Reviewing and Refining Student/Staff Outcome Data

Problem Solving and Supporting DLT/BLT Goals and Strategies

Student/Staff/Family Survey Data

Reviewing and Refining Student/Staff Outcome Data

Problem Solving and Supporting DLT/BLT Goals and Strategies

Student/Staff/Family Survey Data

Reviewing and Refining Student/Staff Outcome Data

Problem Solving and Supporting DLT/BLT Goals and Strategies

Student/Staff/Family Survey Data

BLT Progress Reports

District Assessment Data

Capacity Fit

Assessment Protocol

Data Analysis

Schedules

State Assessment Data

Climate Culture Survey

Family Engagement Community Feedback

Curriculum Purchases

Alignment of Purchases for goals

Research of Implementation Science

Interviews Job Descriptions

Evaluations

Discipline Safety

Allocation Requests from BLT

Problem Solving Support for BLT

Events Athletics

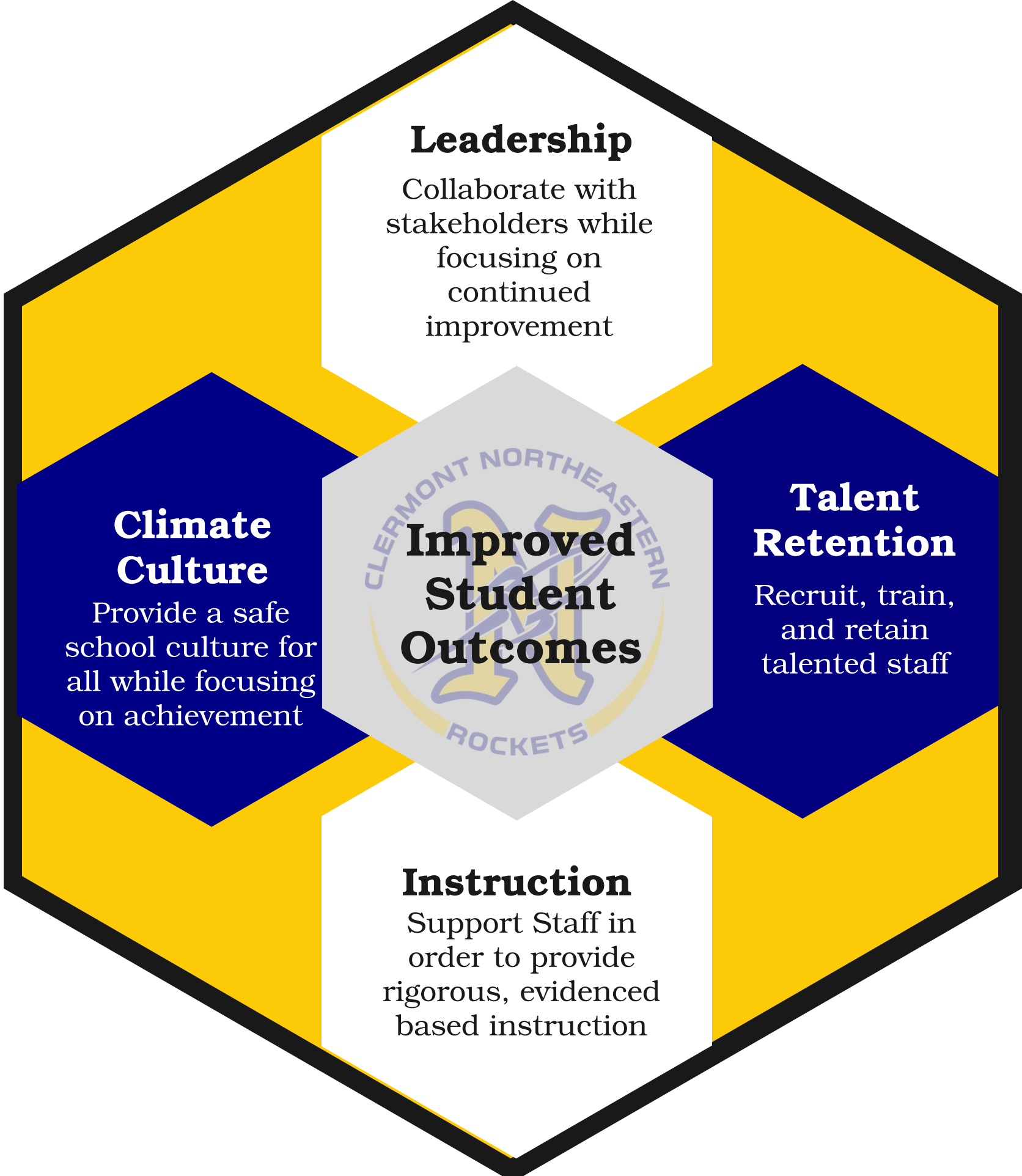
Cleaning Maintenance

# STRATEGIC ALIGNMENT

The most important asset the Clermont Northeastern Schools have is its “human capital”, or staff. Our staff work hard and are focused on positive outcomes for all. The staff has learned to work on collaborative teams that are strategically aligned to the district’s vision, mission, and core beliefs. Creating lasting systematic change requires continuing to build the capacity of our staff through evidenced based practices. Over the past few years we have sought coaching supports to better align our staff teams, this work helps to maximize their efforts and ensure all teams receive timely and constructive feedback. It is the role of District Leadership Team (DLT) to support the capacity and growth of building principals as instructional leaders. It is the responsibility of all Clermont Northeastern employees to focus on building positive relationships with all students and families, while supporting a positive school climate.



# Clermont Northeastern



## 4 DOMAINS OF CONTINUED SCHOOL IMPROVEMENT

# **ALIGNMENT OF GOALS AND STRATEGIES**

**We are committed to aligning instruction, strategies, and goals PreK-12th grade**

A major goal of the next 3 years is to align the work of the preschool, elementary, middle school and high school so that students are better prepared for the increasing challenges and rigor that comes with academic promotion.

Alignment is already starting to happen in the area of literacy thanks in large part to the Comprehensive State Literacy Development Grants the Elementary, Middle, and High Schools were awarded. However, there is still much work to be done in the other core content areas.

This academic alignment will improve instruction, intervention, and the district's use of data. In order to accomplish this necessary goal, we will rely heavily on our staff, students, and families to help us identify areas for improvement as we focus on supporting the "whole child".



# Clermont Northeastern Schools Goals and Strategies Alignment



**Clermont Northeastern Strategic Plan**

**DISTRICT GOALS**  
Goals related to state report card data/local data reported to school board  
Information and goals must be utilized from the "One Needs Assessment"

**DISTRICT IMPLEMENTATION STRATEGIES**  
Strategies utilized by the DLT to ensure the goals of the buildings are being met

**PRE-K BUILDING GOALS**  
Building specific goals in the same areas as set by the DLT, that support the achievement of the District Goals

**ES BUILDING GOALS**  
Building specific goals in the same areas as set by the DLT, that support the achievement of the District Goals

**MS BUILDING GOALS**  
Building specific goals in the same areas as set by the DLT, that support the achievement of the District Goals

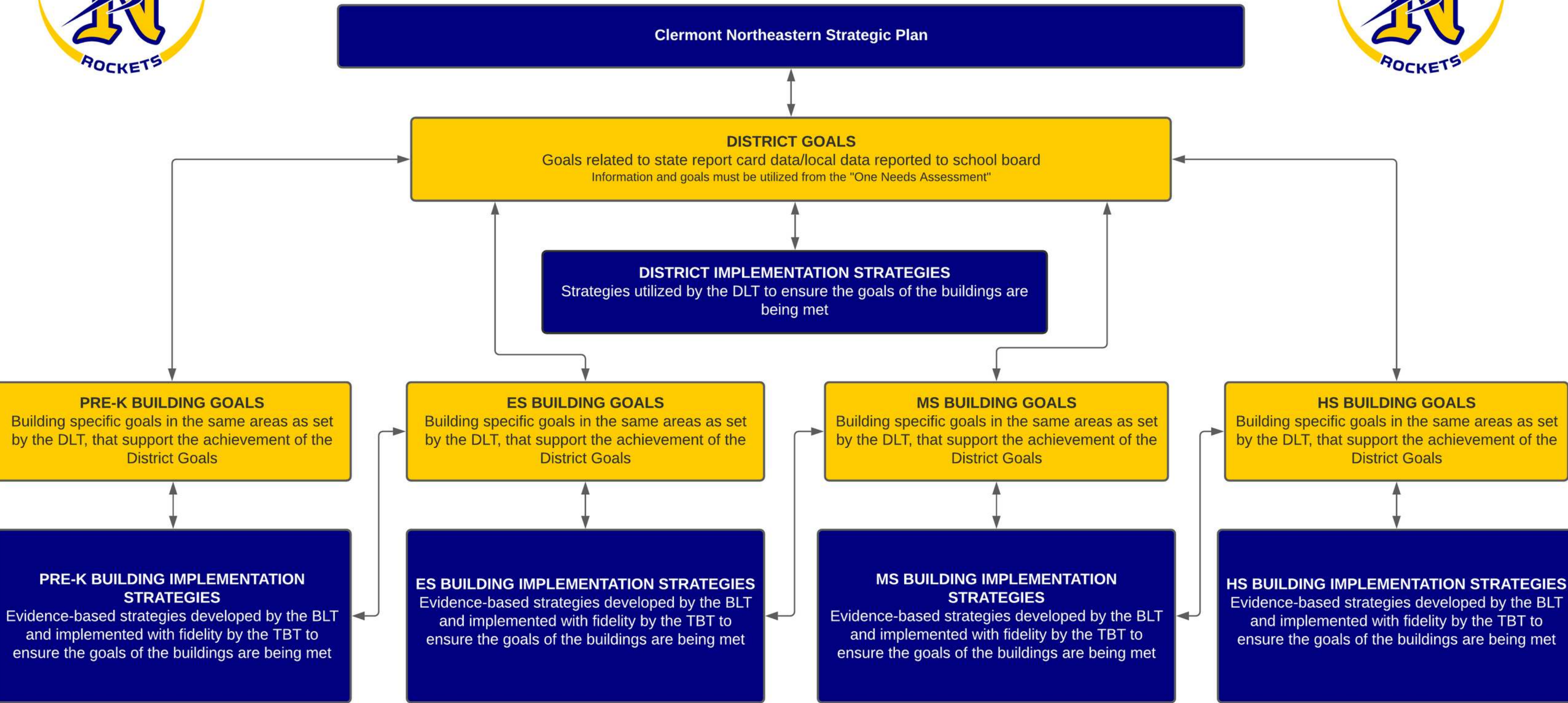
**HS BUILDING GOALS**  
Building specific goals in the same areas as set by the DLT, that support the achievement of the District Goals

**PRE-K BUILDING IMPLEMENTATION STRATEGIES**  
Evidence-based strategies developed by the BLT and implemented with fidelity by the TBT to ensure the goals of the buildings are being met

**ES BUILDING IMPLEMENTATION STRATEGIES**  
Evidence-based strategies developed by the BLT and implemented with fidelity by the TBT to ensure the goals of the buildings are being met

**MS BUILDING IMPLEMENTATION STRATEGIES**  
Evidence-based strategies developed by the BLT and implemented with fidelity by the TBT to ensure the goals of the buildings are being met

**HS BUILDING IMPLEMENTATION STRATEGIES**  
Evidence-based strategies developed by the BLT and implemented with fidelity by the TBT to ensure the goals of the buildings are being met



# Key Destinations

Clermont Northeastern is embarking on a journey to reach “4 Key Destinations” by 2024. Our journey to these destinations will allow us to align our resources, time, energy, assets, and staff so that we can improve the learning outcomes for ALL students. Over the next 4 years we will focus on providing on-going, high quality professional development to our staff and implementing evidence-based strategies in all classrooms. Throughout a student’s 13 years of schooling there are several major educational transitions. Our work to reach our key destinations will ensure our students and families are prepared and supported, not only during key transitions, but throughout their entire time at Clermont Northeastern.

# Key Destinations 2024

## MATH

Increase the percentage of students meeting district benchmarks in math by 2024



## ENGLISH LANGUAGE ARTS

Decrease the percentage of students performing in the intensive range for district ELA benchmarking assessments by 2024



## CLIMATE & CULTURE

Increase the fidelity of our Positive Behavioral Interventions & Supports (PBIS) implementation scores districtwide by 2024



## FAMILY ENGAGEMENT

The district will establish clear and realistic district-wide aligned expectations for family engagement by 2024

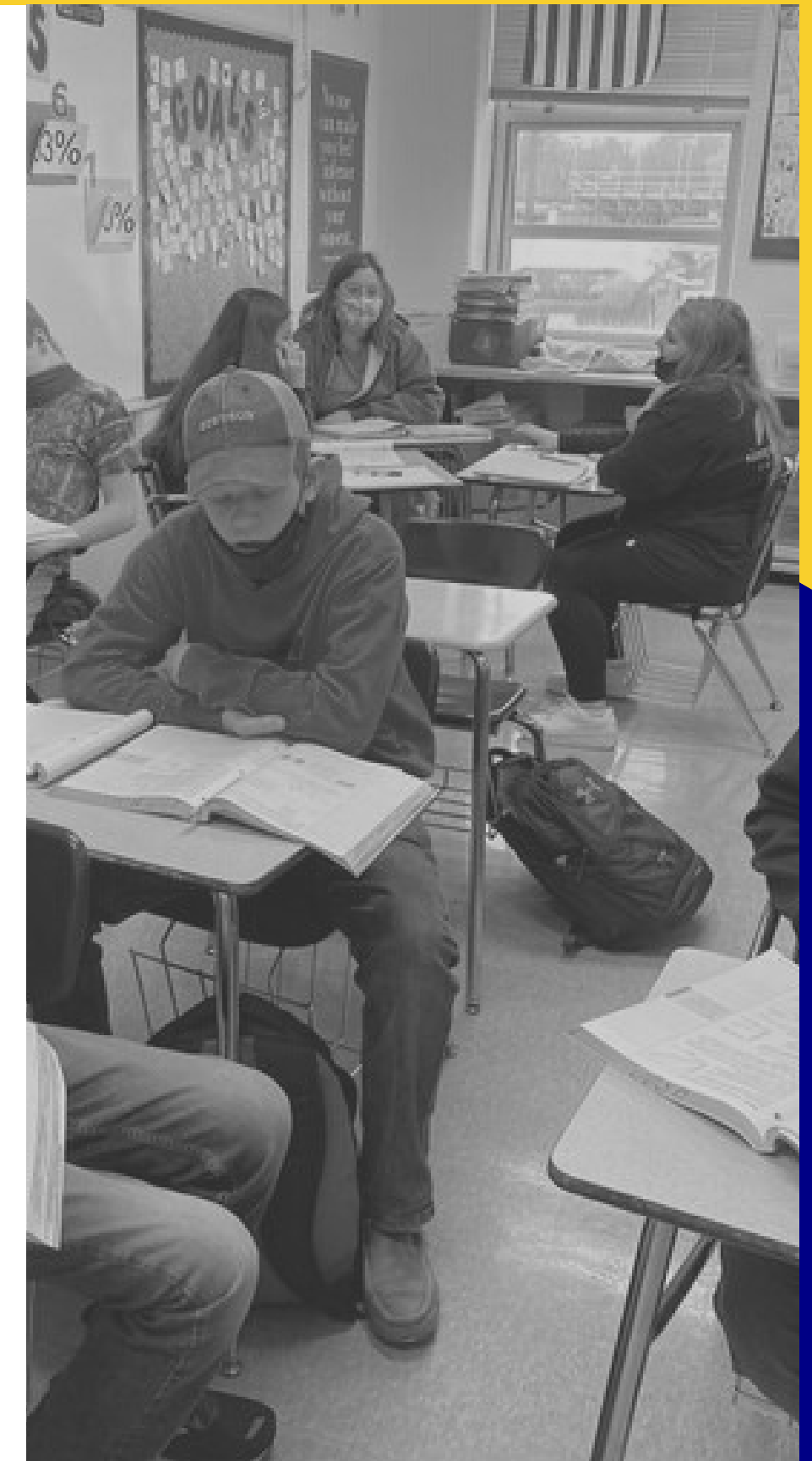


# DESTINATION #1

INCREASE THE PERCENTAGE OF STUDENTS MEETING DISTRICT BENCHMARKS IN MATH BY 2024.

## KEY ACTION STEPS

- 1 Ongoing professional development and implementation of evidence-based strategies as determined by district need.
- 2 Staff are expected to use released questions, blueprints, and other relevant resources when meeting needs that have been identified through unit alignment work and MAP subskill analysis.
- 3 All staff involved in the collection of Acadience (K-5) and MAP (2-10) data will receive reteaching and ongoing coaching as needed. Reteaching needs will be determined by individual teachers and requested of responsible persons.
- 4 Staff who are providing Tier 2 and 3 math intervention supports will meet bi-monthly to review their progress monitoring data for the students receiving these services and adjust the services as needed (indicated by the data).

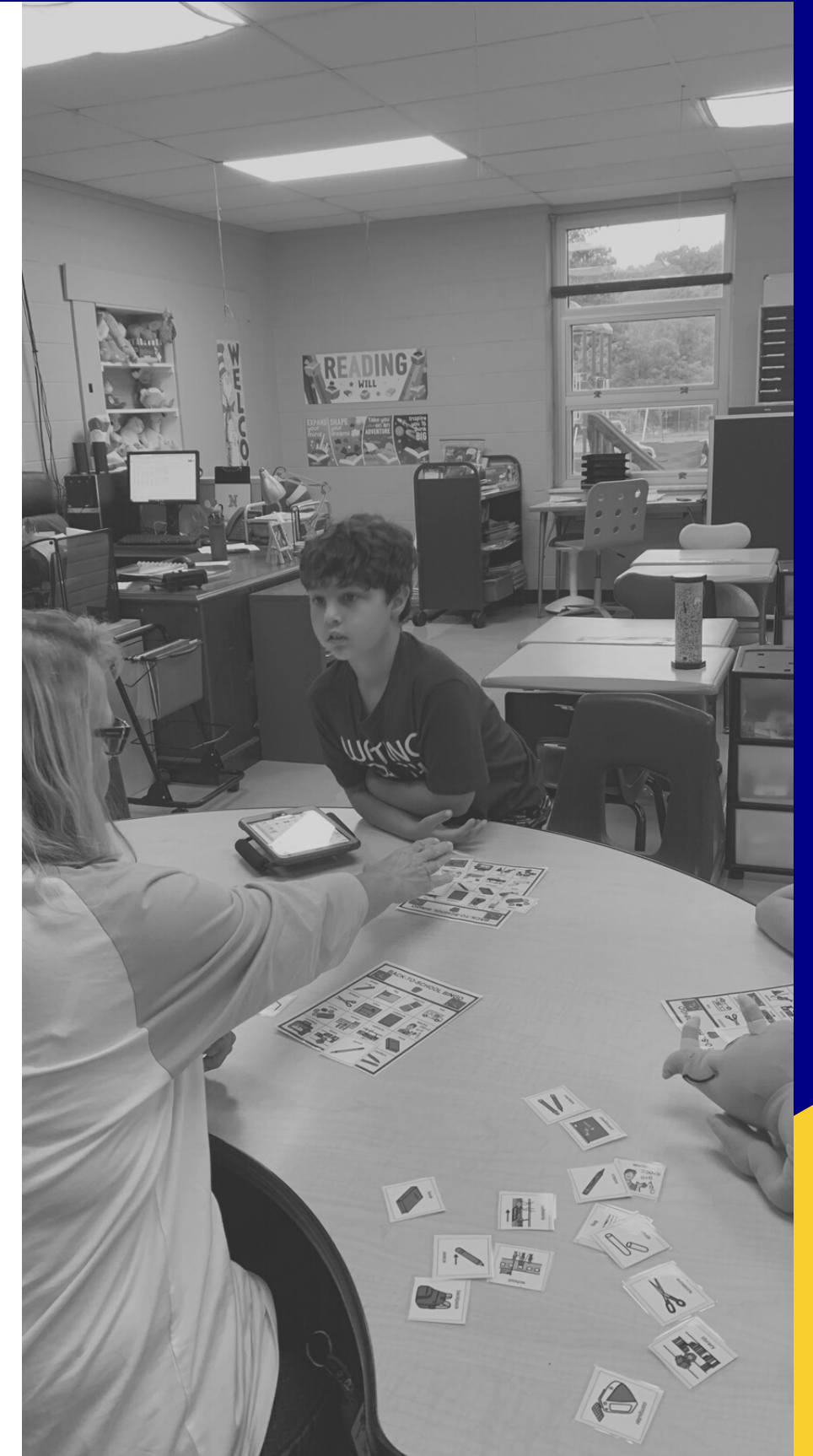


## DESTINATION #2

DECREASE THE PERCENTAGE OF STUDENTS PERFORMING IN THE INTENSIVE RANGE FOR DISTRICT ELA BENCHMARKING ASSESSMENTS BY 2024.

### KEY ACTION STEPS

- 1 Ongoing professional development and implementation of evidence-based strategies as determined by district need.
- 2 Staff are expected to use released questions, blueprints, and other relevant resources when meeting needs that have been identified through unit alignment work and MAP subskill analysis.
- 3 All staff involved in the collection of Acadience (K-5) and MAP (2-10) data will receive reteaching and ongoing coaching as needed. Reteaching needs will be determined by individual teachers and requested of responsible persons.
- 4 Student performance in ELA will be assessed through Acadience (K-5), AIMSWEB (6-8 at risk students) and MAP (2-10).



# DESTINATION #3

## INCREASE THE FIDELITY OF PBIS IMPLEMENTATION SCORES DISTRICTWIDE BY 2024

### KEY ACTION STEPS

1

School PBIS teams will review goals and responsibilities of their existing school-level teams.

2

All students, K-12, will be taught the district's behavioral expectations across settings at the beginning of the year. Teachers will teach and guide reflection about character traits and social emotional learning using principal-created resources that are structured using restorative practice circles.

3

PBIS teams will lead monthly (typically in TBT) discussion and reflection with building staff using current building-level PBIS Rewards data to determine any need for adjustments or additions to Tier 1 interventions.

4

School PBIS Tier II/III teams will meet at least biweekly to examine relevant data (attendance, referral, mental health, parent requests, and teacher requests) to determine which students may require additional intervention support.





# DESTINATION #4

THE DISTRICT WILL ESTABLISH CLEAR AND REALISTIC DISTRICT-WIDE ALIGNED EXPECTATIONS FOR FAMILY ENGAGEMENT BY 2024

## KEY ACTION STEPS

- 1 Ongoing professional development and implementation of evidence-based strategies on family engagement.
- 2 Conduct yearly surveys of students, family, and staff to analyze climate, culture and make actionable changes based on data.
- 3 Increase opportunities for all families to be involved in the educational process districtwide through communication, participation, and events.
- 4 Conduct data analysis on feedback from family engagement communication, participation, and events.



# **Partnerships For Improvement**

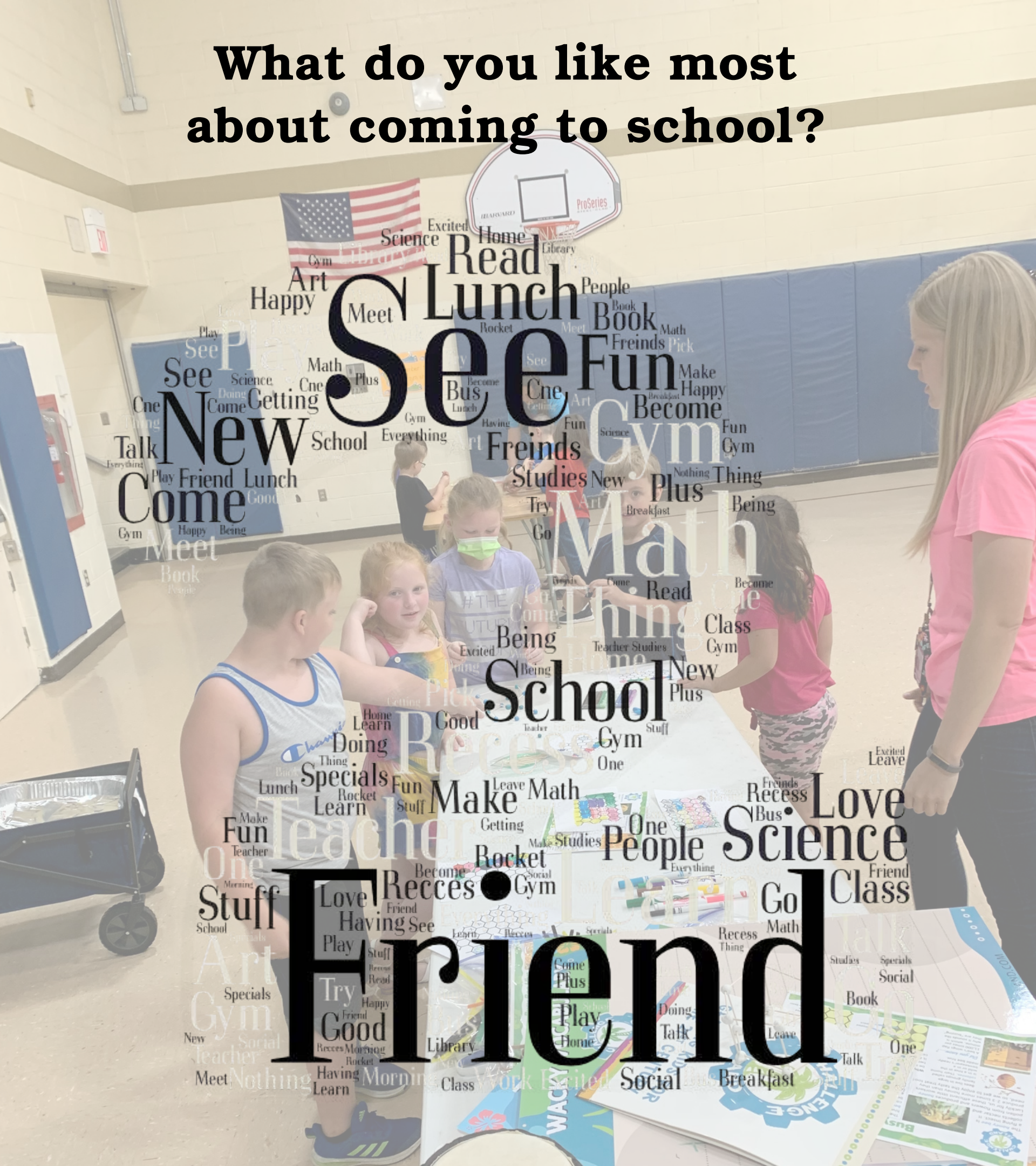
Since 2016 Clermont Northeastern has sought out training, advice, and evidence-based, best practices from educational experts. The partnerships that the district has established over the past 5 years are unrivaled in the area. The district will continue to leverage these partnerships to help reach the Key Destinations by 2024 and provide a stronger learning environment. The collaboration will lead to a healthy school community that is student centered and grounded in researched based practices.

# Educational Partnerships 2016-Current

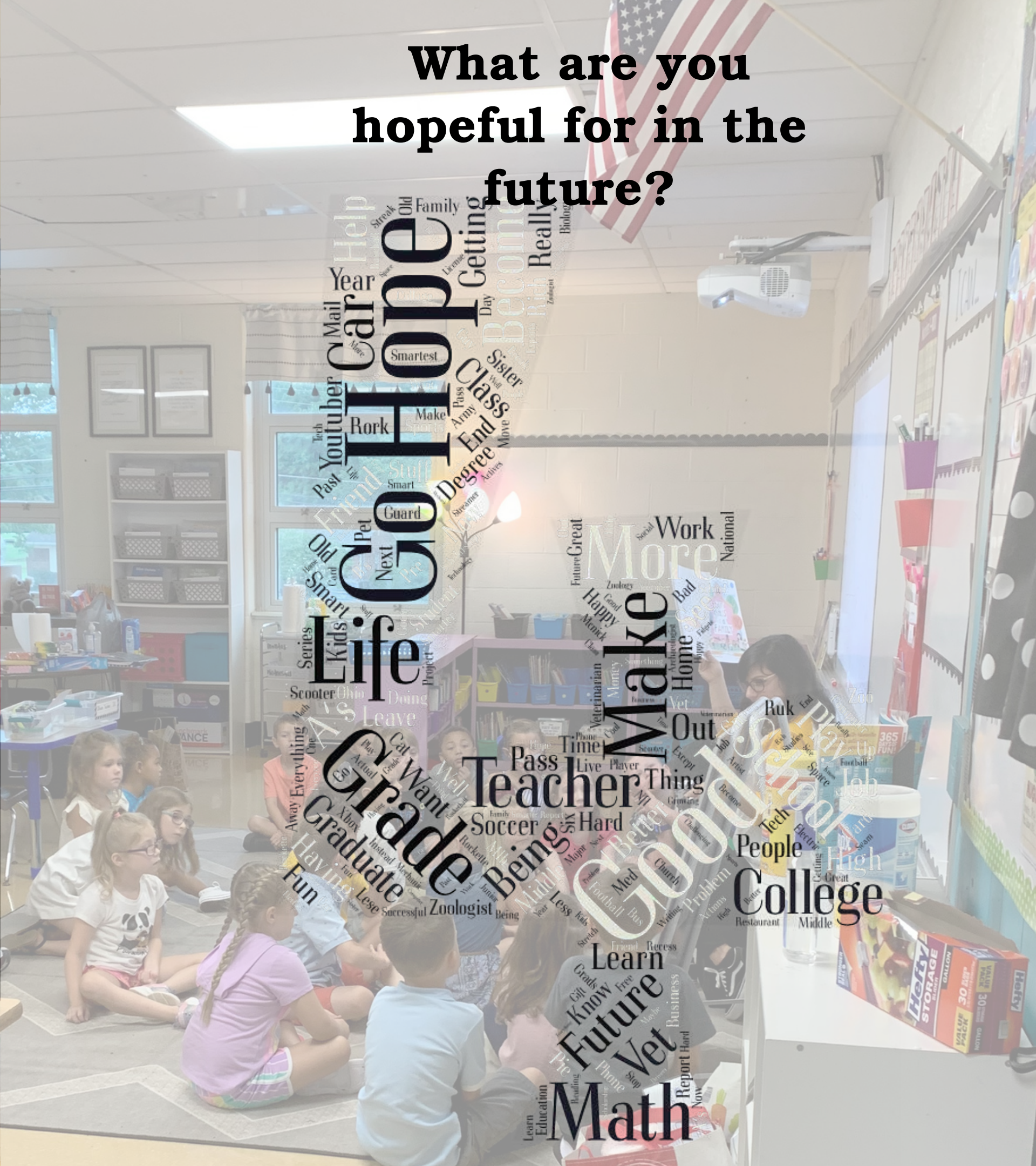




**What do you like most about coming to school?**



**What are you hopeful for in the future?**





**Clermont Northeastern Schools**  
**2792 Us Highway 50**  
**Batavia Ohio 45103**