

Acknowledgement

Many teachers, administrators, parents and community members participated in the creation of the Talawanda School Continuous Improvement Plan. The district appreciates their willingness to devote their time, experience and commitment to this project.

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November 29, 2005

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November 29, 2005

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Background Data

In December of 1995, the Talawanda Board of Education unanimously approved the district's first Strategic Plan. This plan contained 97 action plans designed to facilitate 22 strategies developed by a 30-member core planning committee. Those strategies were grouped into five areas of study: 1.) Communications, 2.) Funding, facilities, fiscal management, 3.) School and community, 4.) Program and instruction, and 5.) Staff development.

In February of 1997, a publication describing the status of the district's performance on the 97 action plans was distributed to every resident in the school district. That document detailed the many actions the district had taken to address the 97 action plans and further explained the process the district was utilizing to prioritize the many activities. At that time, the district reexamined the strategic plan with "Continuous Individual Improvement" as a focal point and the driving force impacting all of the district's action plans and strategies. The publication also called upon all residents of our district to give input to the planning and implementation of the Strategic Plan.

In October 1999, the district brought together 65 community members for an educational summit as a part of the "Schoolhouse of Quality" initiative in conjunction with architects Steed, Hammond and Paul. This group's task was to help assess the district's further progress on meeting the goals of the 1995 Strategic Plan. During the Summit, the 97 action plans were evaluated as to their importance and success in meeting the 22 goals of the strategic plan. The 22 goals were then placed into one of four quadrants: Reallocate, Anticipate, Continue, and Improve. It was agreed at the Summit that the goals in the Reallocated and Anticipate quadrants would be removed at this time. The district would focus primarily on the accomplishment of the goals in the Continue and Improve quadrants.

In January 2000, the Ohio Department of Education released the Reference Guide to Continuous Improvement Planning. That document was used in the evolution of the district's strategic plan into this Talawanda City Schools Continuous Improvement Plan. As evidenced by the Board's commitment to Strategic Planning five years ago, Talawanda recognizes the importance of identifying goals for improvement and creating action plans that will address the identified goals. The board of education and the district administrative staff are fully committed to planning, implementing, evaluating, and as funds permit, supporting the action plans in the district Continuous Improvement Plan.

The board of education meets monthly, and has had a standing item for reports on strategic planning activities for the past four years. There is also opportunity for citizens comments at the beginning of each and every board meeting.

Individual school buildings within the district are at various stages of completion of their own continuous improvement plans, and during the past two years eight early release days were devoted for district-wide work on Continuous Improvement activities.

The school district encourages principals and staffs to implement school reform models. Our high school is a forerunner in the State on the High School That Work reform model. Our middle school and two elementaries have received Venture Capital funds for innovative instructional approaches. Our middle school has also received "raising the bar" recognition for innovative instructional practices.

MISSION STATEMENT
TALAWANDA SCHOOL DISTRICT

The mission of the Talawanda School District is to ensure success for all students through the provision of a quality program and instruction, engaging all stakeholders, and ensuring fiscal sustainability.

BELIEF STATEMENTS
TALAWANDA SCHOOL DISTRICT

We believe that:

- self-esteem is an important part of learning.
- learning is a lifelong process.
- public education is a cooperative effort among parents, students, staff and community.
- the family is the major influence in, and is responsible for, the child's development.
- schools provide the opportunity for learning basic and specialized knowledge and skills for growth.
- schools are influenced by an ever-changing society.
- individuals have a capability and capacity to learn which are unique to them.
- all people have value.
- public schools are a valuable resource.
- schools are to operate in a legally, ethically, and financially responsible manner.