

NORWAYNE LOCAL SCHOOLS

ONE NEEDS ASSESSMENT PLAN

2026-2027

District Profile

1. District 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 district has become known as the Norwayne Local School District with Norwayne Elementary (opening in January, 2010) housing PreK - 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 remains prominent 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 tremendous amount of support from residents and alumni to help with fundraising efforts for major projects.

Approximately **42.72%** of the school's revenue comes through the state foundation program, **31.8%** from local real estate taxes, **4.26%** from federal grants, and **11.59%** from open enrollment and other sources. The district passed a .75% Earned Income Tax in November 2013 which was renewed in 2018. The income tax provided approximately **9.63%** of the revenue for the district in **FY26**. The district ranks **8th** lowest out of 10 districts in Wayne County in valuation per pupil (**\$226,095.68**), and **9th** lowest in voted tax millage (**27.5**). Norwayne's per pupil expenditures in **FY25 were \$13,448.55**, which is the 9th lowest in Wayne County and ranks **417th** out of **606** school districts in the state.

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. 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 60% of the graduating classes continue on through some type of post-high school preparatory program of studies, 1 % are enrolled in the military, and 39% are graduating with a trade certificate and/or planning to enter the workforce. Norwayne's alumni have assumed roles of leadership in many fields, including teaching, business, farming, health care, engineering, and industry.

5. Staff Age, Experience, Attributes, Expertise

The Norwayne certified staff is comprised of a blend of ages ranging from **21-74**; average age is **45**. The average experience level of the professional staff is **12.2** 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-One** percent of our teachers hold Masters' Degrees or higher. The average experience of administrators in the district is **8** years.

6. 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. Building-level teams are constructed to meet throughout the year to help make decisions to guide the district.

7. 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.

8. Relationships with 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 are 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.

9. Other Important Aspects that Affect Diagnosis

As with the development of the One Needs Assessment plan, there is something truly unique about Norwayne Local 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

One Needs Assessment Advisory Committee

2026-27

Superintendent:

Kevin Leatherman
Norwayne Local Schools
330-435-6382 ext 10199
keleatherman@norwayne.net

School Board Member:

Rachael Ramsier
330-465-8158
ramsier.7@osu.edu

Treasurer:

Nicole Peters
Central Office
330-435-6382 ext 10196
npeters@norwayne.net

Curriculum/Gifted Coordinator:

Nicole McQuate
330-435-6384 ext 12165
nmcquate@norwayne.net

Technology Coordinator:

Ryan Wile
rwile@norwayne.net
330-435-6383, ext 10190

District Special Education Supervisor

Nicole Seal
330-435-6383 ext 10015
nseal@norwayne.net

District School Psychologist

Beth Poremba
330-435-6383 ext 10134
bporemba@norwayne.net

Principals:

Vince Sette
Norwayne Elementary School
330-435-6383 ext 10101
visette@norwayne.net

Robert Winebrenner
Norwayne Elementary School
330-435-6383 ext 10103
rwinebrenner@norwayne.net

Nic Fioritto
Norwayne Middle School
330-435-1195 ext 11102
nfioritto@norwayne.net

Doug Zimmerly
Norwayne High School
330-435-6384 ext 12102
dozimmerly@norwayne.net

Collin Beach
Norwayne High School
330-435-6384 Ext. 12104
cbeach@norwayne.net

Counselors:

Amy Frary, NHS
330-435-6384 ext 12108
amfrary@norwayne.net

Jodi Klauss, NMS
330-435-1195 ext 11104
joklauss@norwayne.net

Melissa Watkins, NES
330-435-6383 Ext 10128
mwatkins@norwayne.net

Teachers:

Amy Beichler, NES
330-435-6383, ext 10208
abeichler@norwayne.net

Maddy McDermott, NES
330-435-6383, ext 10302
mmcdermott@norwayne.net

Derek Van Lehn, NES
330-435-6383, ext 10403
dvanlehn@norwayne.net

Rodney Beckett, NMS
330-435-1195 ext 11201
robeckett@norwayne.net

Larry Besancon, NMS
330-435-1195 ext 11308
labesancon@norwayne.net

Tera Walker, NHS
330-435-6384 Ext. 12201
twalker@norwayne.net

Trisha Reese, NHS
330-435-6384 ext 12206
treese@norwayne.net

Kevin Philyaw
330-435-6384 ext 12611
kphilyaw@norwayne.net

NORWAYNE LOCAL SCHOOLS

2026-27

MISSION:

Norwayne Local School District emphasizes 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, and productive members of their community. Our goal is to reach the whole child, which includes instructional, social-emotional, and supportive programs. We 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:

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

NORWAYNE LOCAL SCHOOLS

Our Beliefs and Values 2026-27

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
- should be driven by data
- 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
- incorporate the use of technology

We believe that the learning environment should...

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

NORWAYNE LOCAL SCHOOLS

Achievement Testing Results

Report Card Indicators

2026-27

Norwayne Local Schools

Component Ratings	2025-26
Overall Rating	4 Stars
Achievement	4 Stars
Progress	2 Stars
GAP Closing	4 Stars
Graduation Rate	5 Stars
Early Literacy	3 Stars
College Career Workforce & Military Readiness	5 Stars

Norwayne Local Schools

Five-Year Report on Achievement Testing

Subject	2021-22	2022-23	2023-24	2024-25	2025-26	State Average 25-26	Percent from state average
Government	81%	81.3%	84.5%	86.4%	93%	71%	22%
History	78.3%	84.7%	87.5%	86.5%	85.4%	73%	12.4%
Biology	67.2%	75.2%	94%	84.1%	78.7%	66%	12.7%
English 1	NA	NA	NA	NA	NA	NA	NA
English 2	71.2%	74.8%	84.5%	90.6%	87.4%	61%	26.4%
Algebra 1	74.3%	63.5%	84.4%	66.2%	83.3%	58%	25.3%
Geometry	44.4%	57.9%	61.1%	62.9%	63.4%	45%	18.4%
8th							
Reading	73.3%	78.6%	59%	82.6%	71.3%	59%	12.3%
Math	81.5%	78.5%	79%	82.6%	83.1%	52%	31.1%
Science	93%	97%	93%	93.5%	91.3%	61%	30.3%
7th							
Reading	81.4%	77.6%	82%	89.1%	91.2%	63%	28.2%
Math	91.8%	84.1%	89%	91.2%	86%	49%	37%

Subject	2021-22	2022-23	2023-24	2024-25	2025-26	State Average 24-25	Percent above state average
6th							
Reading	70.1%	70.4%	76%	72.7%	55.4%	56%	.6%
Math	65.4%	82.7%	73%	87.6%	62.5%	56%	6.5%
Social St	NA	NA	NA	NA	NA	NA	NA
5th							
Reading	87.5%	86.4%	93%	78.9%	83.3%	71%	12.3%
Math	81.7%	86.4%	89%	60.4%	74.7%	59%	15.7%
Science	88.5%	96.4%	97%	88.9%	87.3%	62%	25.3%
4th							
Reading	76.9%	87.6%	80%	75.5%	85.3%	62%	23.3%
Math	77.8	92.8%	80%	84.8%	92%	67%	25%
3rd							
Reading	81.8%	74.7%	73%	81.6%	84.9%	62%	22.9%
Math	87.9%	84.4%	83%	93.4%	72.8%	63%	9.8%

Additional Scores	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Performance Index/120	NR	89.1%	90.0%	90.5%	90.4%	88.3%
Graduation Rate – 4-year	97.2= NR	98.3%	97.1%	94.0%	100%	98.3%
Graduation Rate – 5-year	98.4 = NR	97.2%	98.3%	97.1%	95%	100%
Improving Literacy	37.9 = NR	41.4	48.6	59.4%	67.9%	41.4%
Promotion to Fourth Grade	90.1%	92.9%	98.8%	100%	98.6%	85.8%
Grade 3 ELA Proficient		75.6%	77.5%	77.9%	89.5%	83.6%
Gifted Indicator	NC	Met (Included in Gap Closing)	Met	Not Met	Not Met	Not Met
Gap Closing (AMOs)	NR	5 Stars	5 Stars	5 Stars	5 Stars	5 Stars
Prepared for Success	60.5 = NR	Replaced by CCWM	Replaced by CCWM	Replaced by CCWM	4 Stars	5 Stars

<u>Gifted Indicator Details</u>	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
District						
Value Added	NR	1 Star	3 Stars	2 Stars	NR	3 Stars
Perf Index	NR	MET	NOT MET	NOT MET	NOT MET	NOT MET
Inputs (Identification & Services)	NR	MET	MET	NOT MET	NOT MET	NOT MET
INDICATOR	NR	NR	NR	NR	NR	NR
High School						
Value Added	NR	3 Stars	3 Stars	2 Stars	2 Stars	3 Stars
Perf Index	NR	NOT MET	NOT MET	MET	NOT MET	NOT MET
Inputs	NR	MET	MET	NOT MET	MET	MET
INDICATOR	NR	NR	NR	NR	NR	NR
Middle School						
Value Added	NR	3 Stars	3 Stars	2 Stars	3 Stars	3 Stars
Perf Index	NR	NOT MET	NOT MET	NOT MET	MET	MET
Inputs	NR	MET	MET	MET	MET	NOT MET
INDICATOR	NR	NR	NR	NR	NR	NR

Elem School						
Value Added	NR	1 Star	3 Stars	3 Stars	3 Stars	3 Stars
Perf Index	NR	MET	MET	MET	MET	MET
Inputs	NR	MET	MET	NOT MET	NOT MET	NOT MET
INDICATOR	NR	NR	NR	NR	NR	NR
AMO Details	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
District	NR					
<u>Economically Disadvantaged</u> Language Arts	83.01%	87.44%	87.26%	88.84%	91.5%	89.9%
Math	74.69%	79.85%	83.35%	87.40%	84.9%	85.5%
<u>IEP Students</u> Language Arts	66.6%	64.47%	63.76%	66.38%	70.9%	66.3%
Math	57.8%	57.5%	62.9%	66.03%	66.6%	62.5%
High School	NR					
<u>Economically Disadvantaged</u> Language Arts	62%	72.91%	72.5%	88.4%	93.5%	96.3%
Math	62.17%	58.72%	66.59%	71.02%	61.2%	72.7%

<u>IEP Students</u> Language Arts	49.3%	63.33%	NC	NC	NC	78%
Math	49.65%	47.80%	37.4%	83.7%	NC	60.4%
Middle School	NR					
<u>Economically Disadvantaged</u> Language Arts	82.65%	90%	83.84%	83.57%	89.4%	82.6%
Math	74.84%	88.49%	86.99%	88.42%	91.5%	86.5%
<u>IEP Students</u> Language Arts	53.89%	56.83%	50.77%	59.76%	64.7%	55.6%
Math	53.61%	60.24%	62.82%	63.72%	71.5%	60.9%
Elem School	NR					
<u>Economically Disadvantaged</u> Language Arts	83.01%	89.49%	95.17%	93.21%	89.4%	95.6%
Math	74.69%	84.43%	90.56%	92.57%	61.2%	89.7%
<u>IEP Students</u> Language Arts	66.6%	74%	79.32%	71.63%	64.7%	71.6%
Math	57.8%	64.86%	81.59%	76.32%	67.9%	64.5%

NORWAYNE LOCAL SCHOOLS

One Needs Assessment Plan

Goals

FY25-FY28

Norwayne Local Schools' One Needs Assessment Plan Goals FY25-FY28

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

Vision Statement: Norwayne Local students will become self-confident, responsible, and productive members of their community. Our goal is to reach the whole child, which includes instructional, social-emotional, and supportive programs. We will provide the opportunity for all students to reach their potential and become life-long learners.

Goal Area #1: Math
SMART Goal: By June 2028, 100% of students at Norwayne Local School District will meet or exceed expected growth in the area of math as measured by State Report Card data and/or other district-approved measures.
Student Measure: <ul style="list-style-type: none">• Three times a year, 100% of K-8 students will meet or exceed the expected growth on the Math MAP assessment and/or other district-approved measures. (Monitored by grade-level teams.)• Quarterly, 100% of 9-12 students will improve their academic performance as measured by the D/F List. (Monitored by classroom teachers.)• Quarterly, 100% of 9-12 students will be monitored if on track toward graduation requirements. (Monitored by the building leadership Team.)• Quarterly, 100% of 1-8 Students with Disabilities will show improvement as measured by IXL data. (Monitored by intervention specialists and grade-level teams.)
Adult Implementation Measure: <ul style="list-style-type: none">• Quarterly, 100% of staff will use evidence-based strategies and district-approved curriculum as evidenced by district-created monitoring tools. (Monitored by building leadership teams.)• Quarterly, 100% of staff will use data to guide instruction, intervention, and enrichment as evidenced by district-created monitoring tools. (Monitored by building leadership teams.)

Strategy #1: Curriculum, Instruction, and Assessment

Norwayne Local School District will build the capacity of teachers to analyze and use data to guide their instruction, intervention, and enrichment. The district will provide training and coaching to teachers and administrators on the use of evidence-based teaching strategies and high-quality instructional materials. The staff will implement the high-quality evidence-based teaching strategies and instructional materials that they are trained on to meet the needs of each learner.

Overall, the evidence suggests that using data to guide instruction can be an effective approach to improving student achievement, teacher effectiveness, and collaboration among educators. According to key findings from the Gates Foundation, “Data that matter include rich information about students’ academic, social, behavioral, and cultural experiences that can help strengthen the connection between teachers and students and shape how learning takes place.” According to researchers Hornby and Greaves, “Successful implementation of evidence-based practice requires that teachers use instructional strategies that have proven effectiveness and avoid those that do not.”

https://link.springer.com/chapter/10.1007/978-3-030-96229-6_1#chapter-info

<https://s3.amazonaws.com/edtech-production/reports/Gates-TeachersKnowBest-MakingDataWork.pdf>

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Research high-quality instructional math materials using district-approved rubric.	Teacher committee will review and select high-quality instructional math materials using a district-approved rubric.	Fall Professional Development will be provided for Special and General Education teachers over selected high-quality instructional math materials.
Develop a plan for researching and reviewing how other districts selected and adopted high-quality instructional math materials.	Implement the plan for researching and reviewing how other districts selected and adopted high-quality instructional math materials.	Implementation of the district-adopted high-quality instructional math materials.
Review and select high-quality instructional math materials to pilot in year two.	Pilot selected high-quality instructional math materials.	Monitor implementation of the district-adopted high-quality instructional math materials.

Develop rubric and prepare for reviews of high-quality instructional math materials.	Utilize rubric to narrow and select high-quality instructional math materials.	Utilize rubric for integrity of implementation of high-quality instructional math materials.
<p>Strategy #2: Family & Community Engagement</p> <p>Norwayne Local School District will use a variety of methods to engage stakeholders, especially parents, in this goal area. The district will identify opportunities for stakeholders and community partners to be actively involved in the improved outcomes for each child in Preschool-Grade 12.</p> <p>According to research, parent and community involvement in schools has many benefits for students. These include the following: improved academic engagement, increased life success, and decreased school dropout. John Hattie's meta-analysis of research shows when there is a positive school climate effect, which means there are positive relationships between parents and school staff, there is a potential to increase student achievement. The "school climate effect" has an effect size of 0.53. When there is a positive school climate effect, school staff are more likely to involve parents and help them gain the skills needed to help their child succeed. "Including parents" has the potential to positively influence student outcomes. "Parental involvement" has an effect size of 0.30. "Parental expectations" has an effect size of 0.50. "Parental programs" has an effect size of 0.39. "Parent/adult tutoring" has an effect size of 0.64.</p> <p>https://www.visiblelearningmetax.com/influences/view/school_climate_effects https://www.visiblelearningmetax.com/influences/view/parental_involvement https://www.visiblelearningmetax.com/influences/view/parental_expectations https://www.visiblelearningmetax.com/influences/view/parental_programs https://www.visiblelearningmetax.com/influences/view/parent~adult_tutoring</p>		
Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Audit current community and family engagement opportunities provided in this goal area and plan for the 2025-2026 school year.	Audit current community and family engagement opportunities provided in this goal area and plan for the 2026-2027 school year.	Audit current community and family engagement opportunities provided in this goal area and plan for the 2027-2028 school year.
The district will implement effective parent and family engagement by providing regular communication, hosting	The district will implement effective parent and family engagement by providing regular communication, hosting	The district will implement effective parent and family engagement by providing regular communication, hosting

family-centered events, and offering educational workshops to support student learning at home. Feedback from families will be collected throughout the year to guide and improve engagement efforts.	family-centered events, and offering educational workshops to support student learning at home. Feedback from families will be collected throughout the year to guide and improve engagement efforts.	family-centered events, and offering educational workshops to support student learning at home. Feedback from families will be collected throughout the year to guide and improve engagement efforts.
Create and use a feedback form and data-monitoring system to track attendance and engagement at family and community events.	Evaluate the feedback form and data-monitoring system to track attendance and engagement at family and community events.	Monitor the use of the feedback form and data-monitoring systems to track attendance and engagement at family and community events.
Foster and grow collaborative opportunities with community partners and alumni to enhance the educational experience of all preschool-12th grade students at school and home in this goal area.	Evaluate growth of collaborative opportunities with community partners and alumni to enhance the educational experience of all preschool-12th grade students at school and home in this goal area.	Monitor the growth of collaborative opportunities with community partners and alumni to enhance the educational experience of all preschool-12th grade students at school and home in this goal area.

Strategy #3: Leadership, Administration, & Governance

Norwayne Local School District will develop, communicate, and monitor high expectations for students and staff through shared leadership structures. These structures will include a focus on building collective teacher efficacy.

The US Department of Education states, “Using, generating, and sharing evidence about effective strategies to support learners of all ages gives stakeholders an important tool to improve their academic and non-academic outcomes.” According to researcher John Hattie, collective teacher efficacy has an effect size of 1.34. Collective teacher efficacy is the shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes.

<https://www.ed.gov/sites/ed/files/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>
https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficacy

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
The district will establish the Ohio Improvement Process to implement and monitor the One Plan and to align the District Leadership Team (DLT), Building Leadership Team (BLT), and Teacher Based Teams (TBT).	The district will utilize the OIP at the DLT, BLT, and TBT levels to implement and monitor the One Plan.	The district will utilize the OIP at the DLT, BLT, and TBT levels to implement and monitor the One Plan. During Year 3, the district will complete Step 5 of the 5-Step process before the new three-year One Plan is written.
District Leadership Team (DLT), Building Leadership Team (BLT), and Teacher Based Team (TBT) schedules and procedures will be created and followed.	DLT, BLT, and TBT schedules and procedures will be created and followed.	DLT, BLT, and TBT schedules and procedures will be created and followed.
During the August One Plan meeting, the District Leadership Team (DLT) will create task timelines for Year 1 action steps.	During the August One Plan meeting, the DLT will create task timelines for Year 2 action steps.	During the August One Plan meeting, the DLT will create task timelines for Year 3 action steps.
The district will select and use district-approved assessments and implementation tools to monitor student outcomes and adult implementation.	The district will select and use district-approved assessments and implementation tools to monitor student outcomes and adult implementation.	The district will select and use district-approved assessments and implementation tools to monitor student outcomes and adult implementation.

Strategy #4: Professional Capital/LEAP

Norwayne Local School District will build the capacity of educators, including new teachers, by providing opportunities for professional development and support for staff members that are aligned with Ohio's Professional Development Standards. The district will provide onboarding and mentoring for all new teachers.

According to research, high-quality professional learning is tied to specific content and standards, incorporates active learning, is job-embedded, is collaborative, provides models, includes coaching, is sustainable and continuous, and is aligned with school goals and other professional learning activities.

<https://files.eric.ed.gov/fulltext/ED606741.pdf>
<https://annenberg.brown.edu/sites/default/files/rppl-dispelling-myths.pdf>

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
The district will provide professional development opportunities to enhance and improve Special and General Education teachers' practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in the goal area.	The district will provide professional development opportunities to enhance and improve Special and General Education teachers' practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in the goal area.	The district will provide professional development opportunities to enhance and improve Special and General Education teachers' practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in the goal area.
The district will provide training, mentoring, and onboarding for all new teachers to the district.	The district will provide training, mentoring, and onboarding for all new teachers to the district.	The district will provide training, mentoring, and onboarding for all new teachers to the district.
The district will develop and maintain a system to attract, obtain, and retain high-quality teachers.	The district will develop and maintain a system to attract, obtain, and retain high-quality teachers.	The district will develop and maintain a system to attract, obtain, and retain high-quality teachers.
Evaluate teacher mentoring programs to increase effectiveness, attendance, and retention of teachers.	Evaluate teacher mentoring programs to increase effectiveness, attendance, and retention of teachers.	Evaluate teacher mentoring programs to increase effectiveness, attendance, and retention of teachers.
Offer leadership opportunities for teachers to increase the retention of excellent teachers.	Offer leadership opportunities for teachers to increase the retention of excellent teachers.	Offer leadership opportunities for teachers to increase the retention of excellent teachers.
Analyze equitable distribution of funding, technology, staffing, and academic support services.	Develop a plan for equitable distribution of funding, technology, staffing, and academic support services.	Implement plan for equitable distribution of funding, technology, staffing, and academic support services.

The district will provide adequate staff to meet the needs of students. This includes additional staff to reduce class size so teachers can build solid relationships with students where appropriate.	The district will provide adequate staff to meet the needs of students. This includes additional staff to reduce class size so teachers can build solid relationships with students where appropriate.	The district will provide adequate staff to meet the needs of students. This includes additional staff to reduce class size so teachers can build solid relationships with students where appropriate.
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Goal Area #2: Instructional Early Warning System

SMART Goal: By June 2028, 100% of students at Norwayne Local School District will be on track to be successful and eventually graduate prepared for college, the military, or the workforce as measured by State Report Card data and/or other district-approved measures.

Student Measure:

- Three times per year, 100% of K-8 students will meet or exceed the expected growth on the ELA MAP assessment and/or other district-approved measures. (Monitored by grade-level teams.)
- Three times per year, 100% of K-8 students will meet or exceed the expected growth on the Math MAP assessment and/or other district-approved measures. (Monitored by grade-level teams.)
- Quarterly, 100% of 9-12 students will improve their academic performance as measured by the D/F List. (Monitored by classroom teachers.)
- Quarterly, 100% of 9-12 students will be monitored if on track to meet graduation requirements. (Monitored by the Building Leadership team.)
- Quarterly, 100% of Students with Disabilities will show improvement as measured by Dibels and IXL. (Monitored by intervention specialists and grade-level teams.)

Adult Implementation Measure:

- Quarterly, 100% of K-12 staff will analyze the early warning system data to determine the support needed for students not on track as measured by district-approved implementation tools. (Monitored by grade-level, department, and building leadership teams.)

Strategy #1: College & Career Readiness

Norwayne Local School District will create, adopt, and implement a comprehensive multi-tiered system of support (MTSS)

framework to ensure that all off-track students receive the support needed to be successful and eventually graduate prepared for college, the military, or the workforce. The teaching staff will review English Language Arts (ELA), math, attendance, and behavior data to determine which students need additional interventions and support. The staff will use a multi-tiered system of support (MTSS) to meet the needs of the off-track students to increase their likelihood of graduating.

According to AIR, “A multi-tiered system of support (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students’ social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision-making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students.”

<https://www.air.org/our-work/education/multi-tiered-system-supports-formerly-rti>

<https://www.panoramaed.com/blog/mtss-comprehensive-guide>

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Audit current early warning system data and design a system, including decision rules, for identifying and monitoring students who are not on track in English Language Arts (ELA), math, attendance, behavior, and graduation.	Implement and use the district early warning system to identify and monitor students who are not on track in ELA, math, attendance, behavior, and graduation.	Monitor the use of the district early warning system to identify and monitor students who are not on track in ELA, math, attendance, behavior, and graduation.
Audit data analysis practices to guide instruction, intervention, enrichment, and high school advanced courses to meet the needs of all subgroups of students including students with economic disadvantages.	Analyze data analysis protocols to guide instruction, intervention, enrichment, and high school advanced courses to meet the needs of all subgroups of students including students with economic disadvantages.	Evaluate data analysis protocols to guide instruction, intervention, enrichment, and high school advanced courses to meet the needs of all subgroups of students including students with economic disadvantages.
Identify students who are not on track and provide RIMPs or Success Plans. Provide Graduation Plans for all 9-12	Identify students who are not on track and provide RIMPs or Success Plans. Provide Graduation Plans for all 9-12 students.	Identify students who are not on track and provide RIMPs or Success Plans. Provide Graduation Plans for all 9-12 students.

students. Starting at age 14, provide Transition Plans for students on IEPs.	Starting at age 14, provide Transition Plans for students on IEPs	Starting at age 14, provide Transition Plans for students on IEPs
The district will embed dedicated intervention and enrichment periods into the daily schedule to address the academic needs of at-risk students. During these times, staff will provide individualized or small-group instruction based on ongoing data analysis and progress monitoring.	The district will embed dedicated intervention and enrichment periods into the daily schedule to address the academic needs of at-risk students. During these times, staff will provide individualized or small-group instruction based on ongoing data analysis and progress monitoring.	The district will embed dedicated intervention and enrichment periods into the daily schedule to address the academic needs of at-risk students. During these times, staff will provide individualized or small-group instruction based on ongoing data analysis and progress monitoring.
Apply for a preschool program license with the Ohio Department of Education and Workforce.	Implement a preschool program during Year 2 of this plan.	Evaluate the preschool program during Year 3 of this plan.
Research career exploration opportunities for students in grades 4-12.	Implement career exploration opportunities for students in grades 4-12.	Evaluate career exploration opportunities for students in grades 4-12.

Strategy #2: Family & Community Engagement

Norwayne Local School District will use a variety of methods to engage stakeholders, especially parents, in this goal area. The district will identify opportunities for stakeholders and community partners to be actively involved in the improved outcomes for each child in grades (Preschool-12).

According to research, parent and community involvement in schools has many benefits for students. These include improved academic engagement, increased life success, and decreased school dropout. John Hattie's meta-analysis of research shows when there is a positive school climate effect, which means there are positive relationships between parents and school staff, there is a potential to increase student achievement. "School climate effect" has an effect size of 0.53. When there is a positive school climate effect, school staff are more likely to involve parents and help them gain the skills needed to help their child succeed. "Including parents" has the potential to positively influence student outcomes. "Parental involvement" has an effect size of 0.30. "Parental expectations" has an effect size of 0.50. "Parental programs" has an effect size of 0.39. "Parent/adult tutoring" has an effect size of 0.64.

https://www.visiblelearningmetax.com/influences/view/school_climate_effects

https://www.visiblelearningmetax.com/influences/view/parental_involvement
https://www.visiblelearningmetax.com/influences/view/parental_expectations
https://www.visiblelearningmetax.com/influences/view/parental_programs
https://www.visiblelearningmetax.com/influences/view/parent-adult_tutoring

Action Step Year 1	Action Steps Year 2	Action Steps Year 3
Audit current community and family engagement opportunities provided in this goal area and plan for the 2025-2026 school year.	Audit current community and family engagement opportunities provided in this goal area and plan for the 2026-2027 school year.	Audit current community and family engagement opportunities provided in this goal area and plan for the 2027-2028 school year.
The district will implement effective parent and family engagement by providing regular communication, hosting family-centered events, and offering educational workshops to support student learning at home. Feedback from families will be collected throughout the year to guide and improve engagement efforts.	The district will implement effective parent and family engagement by providing regular communication, hosting family-centered events, and offering educational workshops to support student learning at home. Feedback from families will be collected throughout the year to guide and improve engagement efforts.	The district will implement effective parent and family engagement by providing regular communication, hosting family-centered events, and offering educational workshops to support student learning at home. Feedback from families will be collected throughout the year to guide and improve engagement efforts.
Create and use a feedback form and data monitoring system to track attendance and engagement at family and community events.	Evaluate the feedback form and data monitoring system to track attendance and engagement at family and community events.	Monitor the use of the feedback form and data monitoring systems to track attendance and engagement at family and community events.
Foster and grow collaborative opportunities with community partners and alumni to enhance the educational experience of all preschool-12th grade students at school and home in this goal area.	Evaluate growth of collaborative opportunities with community partners and alumni to enhance the educational experience of all preschool-12th grade students at school and home in this goal area.	Monitor the growth of collaborative opportunities with community partners and alumni to enhance the educational experience of all preschool-12th grade students at school and home in this goal area.

Strategy #3: Leadership, Administration, & Governance

Norwayne Local School District will develop, communicate, and monitor high expectations for students and staff through shared leadership structures. These structures will include a focus on building collective teacher efficacy.

The US Department of Education states, “Using, generating, and sharing evidence about effective strategies to support learners of all ages gives stakeholders an important tool to improve their academic and non-academic outcomes.” According to researcher John Hattie, collective teacher efficacy has an effect size of 1.34. Collective teacher efficacy is the shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes.

<https://www.ed.gov/sites/ed/files/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>

https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficacy

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
The district will establish the Ohio Improvement Process to implement and monitor the One Plan and to align the District Leadership Team (DLT), Building Leadership Team (BLT), and Teacher Based Teams (TBT).	The district will utilize the OIP at the DLT, BLT, and TBT levels to implement and monitor the One Plan.	The district will utilize the OIP at the DLT, BLT, and TBT levels to implement and monitor the One Plan. During Year 3, the district will complete Step 5 of the 5-Step process before the new three-year One Plan is written.
District Leadership Team (DLT), Building Leadership Team (BLT), and Teacher Based Teams (TBT) schedules and procedures will be created and followed.	DLT, BLT, and TBT schedules and procedures will be created and followed.	DLT, BLT, and TBT schedules and procedures will be created and followed.
During the August One Plan meeting, the District Leadership Team (DLT) will create task timelines for Year 1 action steps.	During the August One Plan meeting, the DLT will create task timelines for Year 2 action steps.	During the August One Plan meeting, the DLT will create task timelines for Year 3 action steps.
The district will select and use district-approved assessments and	The district will select and use district-approved assessments and	The district will select and use district-approved assessments and

implementation tools to monitor student outcomes and adult implementation.	implementation tools to monitor student outcomes and adult implementation.	implementation tools to monitor student outcomes and adult implementation.
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Strategy #4: Professional Capital/LEAP

Norwayne Local School District will build the capacity of educators, including new teachers, by providing opportunities for professional development and support for staff members that are aligned with Ohio's Professional Development Standards. The district will provide onboarding and mentoring for all new teachers.

According to research, high-quality professional learning is tied to specific content and standards, incorporates active learning, is job-embedded, is collaborative, provides models, includes coaching, is sustainable and continuous, and is aligned with school goals and other professional learning activities.

<https://files.eric.ed.gov/fulltext/ED606741.pdf>

<https://annenberg.brown.edu/sites/default/files/rppl-dispelling-myths.pdf>

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
The district will provide professional development opportunities to enhance and improve Special and General Education teachers' practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in the goal area.	The district will provide professional development opportunities to enhance and improve Special and General Education teachers' practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in the goal area.	The district will provide professional development opportunities to enhance and improve Special and General Education teachers' practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in the goal area.
The district will provide training, mentoring, and onboarding for all new teachers to the district.	The district will provide training, mentoring, and onboarding for all new teachers to the district.	The district will provide training, mentoring, and onboarding for all new teachers to the district.
The district will develop and maintain a system to attract, obtain, and retain	The district will develop and maintain a system to attract, obtain, and retain	The district will develop and maintain a system to attract, obtain, and retain

high-quality teachers.	high-quality teachers.	high-quality teachers.
Evaluate teacher mentoring programs to increase effectiveness, attendance and retention of teachers.	Evaluate teacher mentoring programs to increase effectiveness, attendance and retention of teachers.	Evaluate teacher mentoring programs to increase effectiveness, attendance and retention of teachers.
Offer leadership opportunities for teachers to increase the retention of excellent teachers.	Offer leadership opportunities for teachers to increase the retention of excellent teachers.	Offer leadership opportunities for teachers to increase the retention of excellent teachers.
Analyze equitable distribution of funding, technology, staffing, and academic support services.	Develop a plan for equitable distribution of funding, technology, staffing, and academic support services.	Implement plan for equitable distribution of funding, technology, staffing, and academic support services.
The district will provide adequate staff to meet the needs of students. This includes additional staff to reduce class size so teachers can build solid relationships with students where appropriate.	The district will provide adequate staff to meet the needs of students. This includes additional staff to reduce class size so teachers can build solid relationships with students where appropriate.	The district will provide adequate staff to meet the needs of students. This includes additional staff to reduce class size so teachers can build solid relationships with students where appropriate.

Goal Area #3: Climate and Culture

SMART Goal: By June 2028, 100% of students at Norwayne Local School District will have their non-academic needs met through a tiered Positive Behavioral Interventions and Supports (PBIS) framework as evidenced by PBIS data.

Student Measure:

- Annually, 100% of students will feel safe, supported, and engaged as measured by a district-created student survey. (Monitored by building leadership teams.)
- Quarterly, 100% of students will demonstrate a decrease in chronic absenteeism data. (Monitored by building leadership teams.)
- Quarterly, 100% of students will demonstrate a decrease in behavior data. (Monitored by building leadership teams.)

Adult Implementation Measure:

- Annually, 100% of buildings will complete the PBIS Tiered Fidelity Inventory (TFI). (Monitored by building leadership teams.)
- Quarterly, 100% of staff will use district-approved Tier I, Tier II, and Tier III PBIS strategies and curriculum as evidenced by adult implementation surveys. (Monitored by building leadership teams.)

Strategy #1: School Climate and Supports

Norwayne Local School District will implement a tiered PBIS framework. The district will build the capacity of teachers to inform and evaluate PBIS implementation and practices through providing professional learning, technical support, and coaching for all staff in Tier I, Tier II, and Tier III evidence-based PBIS practices.

According to the Center on PBIS, “Positive Behavioral Interventions and Supports (PBIS) is a widely implemented framework for promoting positive school systems and fostering students’ emotional, behavioral, and mental health. Numerous studies indicate that PBIS implementation improves student outcomes, educator practices, and school systems.”

<https://education.ohio.gov/Topics/Student-Supports/Safe-and-Supportive-Schools/Ohio-PBIS>
<https://www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice>

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Monthly, analyze attendance, behavior, and/or survey data for the 2025-2026 school year.	Monthly, analyze attendance, behavior, and/or survey data for the 2026-2027 school year.	Monthly, analyze attendance, behavior, and/or survey data for the 2027-2028 school year.
Create a plan to clearly track and communicate attendance and behavior expectations and data to all staff, students, and families.	Implement the plan to communicate attendance and behavior expectations and data to all staff, students, and families.	Monitor the plan to communicate attendance and behavior expectations and data to all staff, students, and families.
Conduct the Positive Behavioral Interventions and Supports (PBIS) Tiered Fidelity Inventory (TFI) and develop the PBIS action plan for Year 1 of this plan.	Conduct the PBIS TFI and develop the PBIS action plan for Year 2 of this plan.	Conduct the PBIS TFI and develop the PBIS action plan for Year 3 of this plan.
Audit Positive Behavioral Interventions and Supports (PBIS) practices across the district.	Establish and implement Tier I PBIS practices and curriculum across the district, including clear expectations for all behavior matrices.	Establish and implement Tier II and Tier III PBIS practices and curriculum across the district.
During fall professional development, provide Positive Behavioral Interventions and Supports (PBIS) training to all Special Education, General Education, and administrative staff members.	Provide professional development on PBIS to new or existing Special Education teachers, General Education teachers, and administration as needed.	Provide professional development on PBIS to new or existing Special Education teachers, General Education teachers, and administration as needed.
Strategy #2: Family & Community Engagement Norwayne Local School District will use a variety of methods to engage stakeholders, especially parents, in this goal area. The district will identify opportunities for stakeholders and community partners to be actively involved in the		

improved outcomes for each child in Preschool-Grade 12.

According to research, parent and community involvement in schools has many benefits for students. These include improved academic engagement, increased life success, and decreased school dropout. John Hattie's meta-analysis of research shows when there is a positive school climate effect, which means there are positive relationships between parents and school staff, there is a potential to increase student achievement. "School climate effect" has an effect size of 0.53. When there is a positive school climate effect, school staff are more likely to involve parents and help them gain the skills needed to help their child succeed. "Including parents" has the potential to positively influence student outcomes. "Parental involvement" has an effect size of 0.30. "Parental expectations" has an effect size of 0.50. "Parental programs" has an effect size of 0.39. "Parent/adult tutoring" has an effect size of 0.64.

https://www.visiblelearningmetax.com/influences/view/school_climate_effects

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https://www.visiblelearningmetax.com/influences/view/parental_programs

https://www.visiblelearningmetax.com/influences/view/parent-adult_tutoring

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Audit current community and family engagement opportunities provided in this goal area and plan for the 2025-2026 school year.	Audit current community and family engagement opportunities provided in this goal area and plan for the 2026-2027 school year.	Audit current community and family engagement opportunities provided in this goal area and plan for the 2027-2028 school year.
The district will implement effective parent and family engagement by providing regular communication, hosting family-centered events, and offering educational workshops to support student learning at home. Feedback from families will be collected throughout the year to guide and improve engagement efforts.	The district will implement effective parent and family engagement by providing regular communication, hosting family-centered events, and offering educational workshops to support student learning at home. Feedback from families will be collected throughout the year to guide and improve engagement efforts.	The district will implement effective parent and family engagement by providing regular communication, hosting family-centered events, and offering educational workshops to support student learning at home. Feedback from families will be collected throughout the year to guide and improve engagement efforts.

Create and use a feedback form and data monitoring system to track attendance and engagement at family and community events.	Evaluate the feedback form and data monitoring system to track attendance and engagement at family and community events.	Monitor the use of the feedback form and data monitoring systems to track attendance and engagement at family and community events.
Foster and grow collaborative opportunities with community partners and alumni to enhance the educational experience of all preschool-12th grade students at school and home in this goal area.	Evaluate growth of collaborative opportunities with community partners and alumni to enhance the educational experience of all preschool-12th grade students at school and home in this goal area.	Monitor the growth of collaborative opportunities with community partners and alumni to enhance the educational experience of all preschool-12th grade students at school and home in this goal area.
<p>Strategy #3: Leadership, Administration, & Governance</p> <p>Norwayne Local School District will develop, communicate, and monitor high expectations for students and staff through shared leadership structures. These structures will include a focus on building collective teacher efficacy.</p> <p>The US Department of Education states, “Using, generating, and sharing evidence about effective strategies to support learners of all ages gives stakeholders an important tool to improve their academic and non-academic outcomes.” According to researcher John Hattie, collective teacher efficacy has an effect size of 1.34. Collective teacher efficacy is the shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes.</p> <p>https://www.ed.gov/sites/ed/files/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficacy</p>		
Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
The district will establish the Ohio Improvement Process to implement and monitor the One Plan to align the District Leadership Team (DLT), Building Leadership Team (BLT), and Teacher Based Teams (TBTs).	The district will utilize the OIP at the DLT, BLT, and TBT levels to implement and monitor the One Plan.	The district will utilize the OIP at the DLT, BLT, and TBT levels to implement and monitor the One Plan. During year three, the district will complete Step 5 of the 5-Step process before the new three-year One Plan is written.

The district will develop and use district-approved assessments and implementation tools to monitor student outcomes and adult implementation.	The district will utilize the district-approved assessments and implementation tools to monitor student outcomes and adult implementation.	The district will monitor the use of district-approved assessments and implementation tools to monitor student outcomes and adult implementation.
District Leadership Team (DLT), Building Leadership Team (BLT), and Teacher Based Teams (TBT) schedules and procedures will be created and followed.	DLT, BLT, and TBT schedules and procedures will be created and followed.	DLT, BLT, and TBT schedules and procedures will be created and followed.
During the August One Plan meeting, the District Leadership Team (DLT) will create task timelines for Year 1 action steps.	During the August One Plan meeting, the DLT will create task timelines for Year 2 action steps.	During the August One Plan meeting, the DLT will create task timelines for Year 3 action steps.
Quarterly, report attendance and behavior data analysis to the Curriculum Coordinator.	Quarterly, report attendance and behavior data analysis to the Curriculum Coordinator.	Quarterly, report attendance and behavior data analysis to the Curriculum Coordinator.

Strategy #4: Professional Capital/LEAP

Norwayne Local School District will build the capacity of educators, including new teachers, by providing opportunities for professional development and support for staff members that are aligned with Ohio's Professional Development Standards. The district will provide onboarding and mentoring for all new teachers.

According to research, high-quality professional learning is tied to specific content and standards, incorporates active learning, is job-embedded, is collaborative, provides models, includes coaching, is sustainable and continuous, and is aligned with school goals and other professional learning activities.

<https://files.eric.ed.gov/fulltext/ED606741.pdf>

<https://annenberg.brown.edu/sites/default/files/rppl-dispelling-myths.pdf>

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
The district will provide professional development opportunities to enhance and improve Special and General Education teachers' practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in the goal area.	The district will provide professional development opportunities to enhance and improve Special and General Education teachers' practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in the goal area.	The district will provide professional development opportunities to enhance and improve Special and General Education teachers' practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in the goal area.
The district will provide training, mentoring, and onboarding for all new teachers to the district.	The district will provide training, mentoring, and onboarding for all new teachers to the district.	The district will provide training, mentoring, and onboarding for all new teachers to the district.
The district will develop and maintain a system to attract, obtain, and retain high-quality teachers.	The district will develop and maintain a system to attract, obtain, and retain high-quality teachers.	The district will develop and maintain a system to attract, obtain, and retain high-quality teachers.
Evaluate teacher mentoring programs to increase effectiveness, attendance and retention of teachers.	Evaluate teacher mentoring programs to increase effectiveness, attendance and retention of teachers.	Evaluate teacher mentoring programs to increase effectiveness, attendance and retention of teachers.
Offer leadership opportunities for teachers to increase the retention of excellent teachers.	Offer leadership opportunities for teachers to increase the retention of excellent teachers.	Offer leadership opportunities for teachers to increase the retention of excellent teachers.
Analyze equitable distribution of funding, technology, staffing, and academic support services.	Develop a plan for equitable distribution of funding, technology, staffing, and academic support services.	Implement plan for equitable distribution of funding, technology, staffing, and academic support services.
The district will provide adequate staff to meet the needs of students. This includes additional staff to	The district will provide adequate staff to meet the needs of students. This includes additional staff to	The district will provide adequate staff to meet the needs of students. This includes additional staff to

reduce class size so teachers can build solid relationships with students where appropriate.	reduce class size so teachers can build solid relationships with students where appropriate.	reduce class size so teachers can build solid relationships with students where appropriate.
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