

# **NORWAYNE LOCAL SCHOOLS**

## **ONE NEEDS ASSESSMENT PLAN**

**2024-2025**

# 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 K - 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. The balance of revenue has changed dramatically with the use of ESSER (Elementary and Secondary School Emergency Relief) Funds and the new state foundation formula.

Approximately 40% of the school's revenue comes through the state foundation program; 28.4% from local real estate taxes, 8.4% from federal grants, and 15.4% 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 7.8% of the revenue for the district in FY24. The district ranks 9<sup>th</sup> lowest out of 10 districts in Wayne County in valuation per pupil (\$164,483), and 9<sup>th</sup> lowest in voted tax millage (32.4). Norwayne's per pupil expenditures in FY22 were \$11,693.52, which is the lowest in Wayne County and ranks 579<sup>th</sup> 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 52% of the graduating classes continue on through some type of post-high school preparatory program of studies, 1 % are enrolled in the military, and 47% 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 22-66; the average age is 40. The average experience level of the professional staff is 14.7 years and the support staff is 11 years. Attributes among the staff are varied but again, the blend of expertise provides for the enrichment of the curriculum and an expansion of opportunities for students. Sixty percent of our teachers hold master's degrees or higher. The average experience of administrators in the district is 11.56 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**  
**2024-25**

**Superintendent:**

Kevin Leatherman  
350 S. Main Street  
Creston, OH 44217  
330-435-6382 ext 10199  
keleatherman@norwayne.net

**School Board Member:**

**Treasurer:**

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

**Curriculum Consultant:**

Ann Gerber  
330-435-6384 ext 12165  
angerber@norwayne.net

**Technology Coordinator:**

**District Special Education Supervisor**

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

**Principals:**

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

**Nicole McQuate**

Norwayne Elementary School  
330-435-6383 ext 10103  
nmcquate@norwayne.net

**Dave Dreher**

Norwayne Middle School  
330-435-1195 ext 11102  
dadreher@norwayne.net

**Doug Zimmerly**

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

**Ben Kobus**

Norwayne High School  
330-435-6384 Ext. 12104  
bkobus@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

**Alexa Monte, NES**

330-435-6383 Ext 10128  
amonte@norwayne.net

**Teachers:**

**Adam Steiner, NES**

330-435-6383 ext 10410  
asteiner@norwayne.net

**Jennifer Evans, NES**

330-435-6383 ext 10315  
jeevans@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 Stump, NHS**

330-435-6384 Ext. 12201  
tstump@norwayne.net

**Trisha Reese, NHS**

330-435-6384 ext 12206  
treese@norwayne.net

**Kevin Philyaw, NHS**

330-435-6384 Ext. 12611  
kphilyaw@norwayne.net

# NORWAYNE LOCAL SCHOOLS

**2024-25**

## **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 2024-25***

#### ***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**

**2024-25**

## Norwayne Local Schools

<b>Component Ratings</b>	<b>2024-25</b>
Overall Rating	4.0 points = 4.5 stars
Achievement	90.5% = 5 stars
Progress	Report not yet available
GAP Closing	63.3% = 5 stars
Graduation Rate	95.2% = 4 stars
Early Literacy	80.9% = 4 stars
College Career Workforce & Military Readiness	Not rated until 2024-2025 school year



# Norwayne Local Schools

## Eight-Year Report on Achievement Testing

Subject	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24	State Average 23-24	Percent from state average
Government	69.8%	71.0%	85.4%	81%	68.3%	81%	81.3%	84.5%	67%	17.5%
History	84.2%	85.6%	86.5%	88%	NC	78.3%	84.7%	87.5%	66%	21.5%
Biology	72.7%	78.3%	84.5%	76.5%	69.7%	67.2%	75.2%	94%	60%	34%
English 1	68.0%	89.4%	84.1%	81.8%	NC	NA	NA	NA	NA	NA
English 2	50.9%	79.0%	80.7%	75.4%	73.2%	71.2%	74.8%	84.5%	57%	27.5%
Algebra 1	81.7%	71.6%	84.0%	86.2%	58.8%	74.3%	63.5%	84.4%	49%	35.4%
Geometry	57.9%	68.7%	60.2%	59%	51.4%	44.4%	57.9%	61.1%	41%	20.1%
<b>8<sup>th</sup></b>										
Reading	72.5%	71.6%	76.1%	74.5%	73%	73.3%	78.6%	59%	49%	10%
Math	49.4%	86.6%	88.2%	90.8%	68.8%	81.5%	78.5%	79%	46%	33%
Science	91.7%	91.2%	95.4%	95.1%	88.3%	93%	97%	93%	62%	31%
<b>7<sup>th</sup></b>										
Reading	72.6%	82.9%	86.4%	88.9%	81.9%	81.4%	77.6%	82%	62%	20%
Math	86.8%	88.8%	89.1%	91.8%	86.5%	91.8%	84.1%	89%	49%	40%

Subject	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24	State Average 23-24	Percent above state average
<b>6th</b>										
Reading	62.6%	76.0%	83.8%	76.9%	70.5%	70.1%	70.4%	76%	55%	21%
Math	79.3%	73.9%	82.2%	76.5%	65.6%	65.4%	82.7%	73%	50%	23%
Social St	74.8%	86.0%	NA	NA	NA	NA	NA	NA	NA	NA
<b>5<sup>th</sup></b>										
Reading	82.4%	87.4%	84.9%	85%	84%	87.5%	86.4%	93%	71%	22%
Math	86.8%	91.8%	81.3%	85.6%	68.6%	81.7%	86.4%	89%	58%	31%
Science	95.6%	98.9%	92.14%	91.4%	84.9%	88.5%	96.4%	97%	64%	33%
<b>4<sup>th</sup></b>										
Reading	75.0%	78.9%	80.0%	88.30%	76.5%	76.9%	87.6%	80%	64%	16%
Math	96.9%	85.0%	86.4%	96.90%	79.4%	77.8	92.8%	80%	67%	13%
Social St	99.0%	95.0%			NA	NA	NA	NA	NA	NA
<b>3rd</b>										
Reading	77.5%	90.4%	96.7%	92.4%	75.2%	81.8%	74.7%	73%	60%	13%
Math	87.8%	92.1%	95.7%	93.3%	78.8%	87.9%	84.4%	83%	62%	21%

<b>Additional Scores</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Performance Index/120	84.1% = B	80.1% = B	85.1% = B	84.6=B	84.3=B	NR	89.1%	89.9%	90.4%
Graduation Rate – 4-year	90.7% = B	94.3% = A	92.1% = B	93.3=A	90.2=B	97.2= NR	98.3%	97.1%	94.0%
Graduation Rate – 5-year	92.7% = B	90.7% = B	97.1% = A	92.4=B	93.3=B	98.4 = NR	97.2%	98.3%	97.1%
Improving Literacy	NR	F	C	52.65=C	41.9=C	37.9 = NR	41.4	48.6	59.4%
Promotion to Fourth Grade	NR	100%	100%	100=A	98=A	90.1%	92.9%	98.8%	100%
Grade 3 ELA Proficient							75.6%	77.5%	77.9%
Gifted Indicator	C	F	Not Met	Not Met	Met	NC	Met (Included in Gap Closing)	Met	Not Met
Gap Closing (AMOs)	B	F	B	A	A	NR	5 Stars	5 Stars	5 Stars
Prepared for Success	NR	C	A	54.1 = D	53/3 = D	60.5 = NR	Replaced by CCWM	Replaced by CCWM	Replaced by CCWM

<b>Performance Index Details</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2020-21</b>	<b>2021-22</b>
District	84.8% = B	80.1% = B	85.1% = B	84.8=B	84.3=B	NR	Removed
High School		68.9% = D	80.3% = B	78.6=C	76.4=C	NR	from
Middle School		79.8% = C	83.9% = B	85.6=B	84.1=	NR	Achievement
Elem School		86.6% = B	88.8% = B	87.5=B	89.4=B	NR	Component Rating in 2021-22

<b><u>Gifted Indicator Details</u></b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>District</b>									
Value Added	C = MET	NR	Not Met	NOT MET	MET	NR	NR	NR	NR
Perf Index	Not Met	Not Met	Met	MET	MET	NR	MET	NOT MET	NOT MET
Inputs (Identification & Services)	Met	Not Met	Not Met	Not Met	Met	NR	MET	MET	NOT MET
<b>INDICATOR</b>	Not Met	Not Met	Not Met	NOT MET	MET	NR	NR	NR	NR
<b>High School</b>									
Value Added	NR	NR	NC	NC	NOT MET	NR	NR	NR	NR
Perf Index	Not Met	Not Met	Not Met	NOT MET	NOT MET	NR	NOT MET	NOT MET	MET
Inputs	Not Met	Not Met	Not Met	NOT MET	NOT MET	NR	MET	MET	NOT MET
<b>INDICATOR</b>	Not Met	Not Met	Not Met	NOT MET	NOT MET	NR	NR	NR	NR
<b>Middle School</b>									
Value Added	C = MET	NR	NC	NC	MET	NR	NR	NR	NR
Perf Index	Not Met	Not Met	Met	MET	MET	NR	NOT MET	NOT MET	NOT MET
Inputs	Met	Not Met	Not Met	NOT MET	MET	NR	MET	MET	MET
<b>INDICATOR</b>	Not Met	Not Met	Not Met	NOT MET	MET	NR	NR	NR	NR

Elem School									
Value Added	C = MET	NR	NC	NC	MET	NR	NR	NR	NR
Perf Index	Not Met	Met	Met	MET	MET	NR	MET	MET	MET
Inputs	Not Met	Not Met	Not Met	MET	MET	NR	MET	MET	NOT MET
INDICATOR	Not Met	Not Met	Not Met	MET	MET	NR	NR	NR	NR
AMO Details	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24
District				A	A	NR			
<u>Economically Disadvantaged</u> Language Arts	74.6%	58.5%	70.2%	94.6%	93.15%	83.01%	87.44%	87.26%	88.84%
Math	77.4%	70.7%	75.0%	93.7%	94.0%	74.69%	79.85%	83.35%	87.40%
<u>IEP Students</u> Language Arts	47.1%	26.0%	40.7%	74.8%	74.81%	66.6%	64.47%	63.76%	66.38%
Math	54.0%	46.5%	49.4%	71.0%	74.11%	57.8%	57.5%	62.9%	66.03%
High School				A	B	NR			
<u>Economically Disadvantaged</u> Language Arts		41.0%	NR	94.2%	86.18%	62%	72.91%	72.5%	88.4%
Math		36.1%	NR	82.9%	73.19%	62.17%	58.72%	66.59%	71.02%

<b><u>IEP Students</u></b> Language Arts		NR	NR	70%	NC	49.3%	63.33%	NC	NC
<b>Math</b>		NR	NR	56.3%	NC	49.65%	47.80%	37.4%	83.7%
<b>Middle School</b>				A	A	NR			
<b><u>Economically Disadvantaged</u></b> Language Arts		53.5%	67.4%	92.3%	91.16%	82.65%	90%	83.84%	83.57%
<b>Math</b>		68.0%	74.4%	96.4%	96.00%	74.84%	88.49%	86.99%	88.42%
<b><u>IEP Students</u></b> Language Arts		22.2%	NR	73.8%	74.58%	53.89%	56.83%	50.77%	59.76%
<b>Math</b>		41.7%	NR	79.5%	78.75%	53.61%	60.24%	62.82%	63.72%
<b>Elem School</b>				A	A	NR			
<b><u>Economically Disadvantaged</u></b> Language Arts		70.8%	74.2%	97%	99.88%	83.01%	89.49%	95.17%	93.21%
<b>Math</b>		86.5%	80.6%	96.7%	103.33%	74.69%	84.43%	90.56%	92.57%
<b><u>IEP Students</u></b> Language Arts		37.0%	47.8%	78.6%	81.79%	66.6%	74%	79.32%	71.63%
<b>Math</b>		67.4%	58.7%	71.9%	85.13%	57.8%	64.86%	81.59%	76.32%

# **NORWAYNE LOCAL SCHOOLS**

## **One Needs Assessment Plan**

### **Goals**

FY23-FY25

## **Norwayne Local Schools' One Needs Assessment Plan Goals FY23-FY25**

**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.

### **Goal 1: Annual Measurable Objectives (AMOs) (Everyone)**

The district will focus on AMO goals on the 2022-23 local report card, including reading and math, especially in the areas of Economically Disadvantaged students and IEP students.

### **Goal 2: Assessment** (Grade Level and Content Area Teams and Curriculum Consultant)

Assessments will be aligned to the Ohio Department of Education Standards, and reflect the state testing methods, including technology applications. Question banks will be created for assessments for High Quality Student Data to guide instruction. Restart and Readiness Assessments will be utilized to guide and inform instruction. Teachers will use ODE's new *Authoring Assessment System* to create their own tests from a large bank of OST questions, administer these tests using the Test Delivery System, and view results in the Centralized Reporting System.

### **Goal 3: Technology** (Everyone)

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

### **Goal 4: Pandemic Gaps** (Everyone)

The district will utilize ESSER (Elementary and Secondary School Emergency Relief) Funds to close the gaps created from the COVID pandemic to meet the needs of individual students and/or groups of students.



Norwayne **Elementary** School, **Reading** Comprehensive Continuous Improvement Plan, FY23-FY25

Goal Area #1:		
<b>SMART Goal:</b> By the end of the 2024-2025 school year we will improve the performance of our K-5 students at Norwayne Elementary by improving our literacy improvement measure to 60% or higher on the K-3 Literacy Score for on track by using a state-approved third-party diagnostic assessment. (Based on the 2022-23 school year data, the district's "Improving Literacy" score was 46%, up from 41.4% in 2021-22.)		
<b>Student Measure:</b> Twice a year in reading/literacy using a state-approved third-party diagnostic assessment, K-5 students will be measured with a final improvement of being identified as "on track" based on the state-approved final cut scores.		
<b>Adult Implementation Measure:</b> Once a semester reading/literacy teachers will review and analyze student data with a team to ensure that state-approved third-party diagnostic assessment scores are properly used to help build individualized intervention groups with students at the end of each semester.		
<b>Strategy #1:</b> Review and select a comprehensive reading curriculum that complements current school-wide programs (Foundations, Heggerty).		
Action Step Year 1	Action Step Year 2	Action Step Year 3
2022-2023 A teacher committee will narrow down and select a curriculum that complements our current school-wide programs.	2023-2024 Professional Development will be provided to promote fidelity and validity.	2024-2025 Selected committee members will review progress of the new curriculum implemented during the 2022-2023 school year.
<b>Strategy #2:</b> Staff will implement the selected reading curriculum with fidelity.		
Action Step Year 1	Action Step Year 2	Action Step Year 3
2022-2023 Teachers will be responsible for designating times within their daily schedules where walkthroughs could be planned to observe for reinforcement.	2023-2024 Professional Development will be provided for teachers along with curriculum meetings to review progress on the selected curriculum.	2024-2025 Selected committee members will review the current professional development and how it supports the new curriculum.

Norwayne **Middle** School, **Reading** Comprehensive Continuous Improvement Plan, FY23-FY25

Goal Area #1:		
SMART Goal: By the end of the 2024-2025 school year, we will improve the performance of our 6-8 grade students at Norwayne Middle School by improving each student's Reading/Literacy scores by meeting projected growth by the end of the school year using a vendor assessment.		
Student Measure: Three times a year in Reading/Literacy using a vendor assessment, our 6-8 grade students will be measured with a final improvement of meeting projected growth by the end of the year.		
Adult Implementation Measure: Once a trimester reading/literacy teachers will review and analyze student 6-8 grade data with a team to ensure that students are showing growth and provided interventions where necessary to meet the two point improvement.		
Strategy #1: Review, select, and implement appropriate professional development in the science of reading.		
Action Step Year 1	Action Step Year 2	Action Step Year 3
2022-2023 Literacy specialists and curriculum coordinator will select the appropriate professional development in the science of reading.	2023-2024 Reading/Literacy teachers will participate in professional development in the science of reading.	2024-2025 By the end of the year, Reading/Literacy teachers will implement the selected professional development.
Strategy #2: Select, implement, and review an appropriate online vendor curriculum supplement.		
Action Step Year 1	Action Step Year 2	Action Step Year 3
2022-2023 Literacy specialists and curriculum coordinator will select the appropriate professional development for our selected vendor assessment.	2023-2024 Reading/Literacy teachers will participate in professional development.	2024-2025 Reading/Literacy teachers will implement the intervention strategies provided through the online vendor curriculum supplement.

Norwayne High School, **Reading** Comprehensive Continuous Improvement Plan, FY23-FY25

Goal Area #1:		
SMART Goal: By the end of the 2024-2025 school year, we will improve the language arts performance of our 11th-grade students at Norwayne High School by a score of 21 on the English and Reading sections of the ACT.		
Student Measure: Once a year, 11th-grade students will take the ACT in the spring semester.		
Adult Implementation Measure: Once a year, high school language arts teachers will review, analyze, and discuss 11th-grade student ACT data with the curriculum director to ensure that the students are on the right path to meet the goal by the end of 2025.		
Strategy #1: Review and select English and Reading resources that will improve ACT instruction for 11th graders.		
Action Step Year 1	Action Step Year 2	Action Step Year 3
2022-2023 High school language arts teachers will meet during their curriculum meeting in the fall semester to select resources that will aid in ACT instruction and complement the Ohio State Standards.	2023-2024 Professional development will be provided to promote and enhance instruction from chosen resources.	2024-2025 High school language arts teachers will review progress of the new resources implemented during the 2022-2023 school year.
Strategy #2: Annually, high school language arts teachers will analyze ACT test scores and implement new resources.		
Action Step Year 1	Action Step Year 2	Action Step Year 3
2022-2023 High school language arts teachers will review previous year's 11th-grade ACT scores in reading and English and will implement new resources to improve instruction.	2023-2024 Professional development will be provided for high school language arts teachers with curriculum meetings to review progress on 11th-grade ACT scores and implemented resources. Instruction and resources will be altered if necessary.	2024-2025 High school language arts teachers will review the current implemented resources and 11th-grade ACT scores to determine if the implemented resources support the curriculum and current SMART goal. Alterations will be made for future instruction if necessary.

Norwayne **Elementary** School, **Math** Comprehensive Continuous Improvement Plan, FY23-FY25

Goal Area #1:		
SMART Goal: By 2025, we will improve the performance of students in grades K-5 to meet a year's projected growth in math on a vendor assessment.		
Student Measure: Every trimester (beginning, middle, end) in math, using a vendor assessment, students within grades K-5 will be measured with a final improvement of meeting a year's projected growth.		
Adult Implementation Measure: Every trimester (beginning, middle, end) math teachers will be measured using a teacher efficacy scale, with a final improvement of 5%. <a href="http://stelar.edc.org/sites/stelar.edc.org/files/TSES-%2B-scoring-zted8m.pdf">http://stelar.edc.org/sites/stelar.edc.org/files/TSES-%2B-scoring-zted8m.pdf</a>		
Strategy #1: Establish RTI benchmarks and interventions for math.		
Action Step Year 1	Action Step Year 2	Action Step Year 3
Pilot Cognition-Based assessments with a selected group of students.	Expand the use of Cognition-Based assessments. Begin implementation of interventions targeting the areas of need.	Evaluate progress towards goal and finalize benchmarks at each grade level. Expand targeted interventions for the identified students.
Strategy #2: Provide PD and work time for teachers to implement the necessary interventions.		
Action Step Year 1	Action Step Year 2	Action Step Year 3
Hire a math specialist to provide training and support for math teachers, tutors, and intervention specialists on Cognition-Based Assessments and interventions. Teachers and Tutors will be given work time spaced throughout the year to plan interventions.	Math teachers, tutors, and intervention specialists will receive refresher training on Cognition-Based Assessments and interventions. Teachers and Tutors will be given work time spaced throughout the year to implement RTI benchmarks and interventions.	Math teachers, tutors, and intervention specialists will receive refresher training on Cognition-Based Assessments and interventions. Teachers and Tutors will be given work time spaced throughout the year to implement RTI benchmarks and interventions. We will have full implementation of the RTI process and a unified data wall.

Goal Area #1:		
SMART Goal: By 2025, we will improve the performance of students in grades 6-8 math to meet projected growth on a vendor assessment test.		
Student Measure: Every trimester (beginning, middle, end) in math, using a vendor assessment, students in grades 6-8 will be measured with a final improvement of a year's projected growth on a vendor assessment. .		
Adult Implementation Measure: Every trimester the teacher will print out the vendor assessment results and share the results with their administrator.		
Strategy #1: Establish intervention groups from the results of the beginning of the year vendor assessment test.		
Action Step Year 1	Action Step Year 2	Action Step Year 3
Research interventions based on the area of weakness on the vendor assessment.	Develop and Form interventions based on the area of weakness on the vendor assessment.	Reflect on the interventions that were implemented and whether the interventions were effective.
Strategy #2: Provide professional development for teachers to implement interventions		
Action Step Year 1	Action Step Year 2	Action Step Year 3
Administration researches and secures appropriate professional development opportunities for staff to learn and implement math interventions.	The teachers participate in research-based professional development provided by administration.	The teachers implement research-based interventions to the identified targeted groups to evaluate whether they have been effective.

Goal Area #1:		
SMART Goal: By 2025, we will improve the performance of students in grades 9-12 to meet our annual math goal on the state report card.		
Student Measure: HQSD will be collected every semester through (Semester/Final exams) and annually through state testing.		
Adult Implementation Measure: Utilizing walkthroughs, curriculum meetings, evidence of implementation via evidence in our evaluations, and scores on HQSD and state testing		
Strategy #1: Analyze EOC/HQSD data to identify standards of students with disabilities and economically disadvantaged students that display area of need.		
Action Step Year 1	Action Step Year 2	Action Step Year 3
The BLT and subject area teachers will establish benchmarks and cut-off scores based on EOC/HQSD data, and then identify underperforming students.	Math teachers under the direction of the curriculum director will identify standards for which students underperformed, to focus instruction.	BLT and Math teachers will reflect and revise benchmarks and standards.
Strategy #2: Create remediations and support for students with disabilities and economically disadvantaged students who underperform on EOC.		
Action Step Year 1	Action Step Year 2	Action Step Year 3
The administration will research and consider remediation strategies to implement for students with disabilities and economically disadvantaged students.	Administration will identify students that require remediation based on the state guidelines, and place them into appropriate course remediation.	Administrators, subject area teachers, and guidance counselors will be utilizing information from EOC data of students who are identified for remediation to evaluate whether to continue or exit from remediation.

**Strategy #3: Create a peer tutoring program to provide assistance for daily instruction and help with strategies for students.**

Action Step Year 1	Action Step Year 2	Action Step Year 3
Implementation of a peer-led tutoring program. This would be spearheaded by our National Honor Society Students. Teachers, parents, or students will express a need and will be assigned a peer tutor for the appropriate level and class.	The National Honor Society and administrators will expand the peer-led tutoring program to small group study sessions. The National Honor Society and administrators along with subject area teachers will help to create an online instructional resource.	Administrator, The National Honor Society, subject area teacher, and BLT will reflect upon and revise the peer-led tutoring program.

Norwayne **Elementary** School, **Social/Emotional** Comprehensive Continuous Improvement Plan, FY23-FY25

Goal Area #1:		
SMART Goal: By May 2025 we will improve the performance of all students at the Elementary building to 15% or less participating in Tier 2 Interventions with Counseling Data.		
Student Measure: Every Quarter in Tier 2 Interventions using Counseling Data, all students will be measured with a final improvement of 15% at the end of plan.		
Adult Implementation Measure: Every Quarter in Counseling Data, all students will be measured with a final improvement of 15% at the end of plan.		
<b>Strategy #1:</b> Teachers will use common social-emotional terms in the classroom while students simultaneously receive social-emotional lessons twice a month.		
Action Step Year 1	Action Step Year 2	
Professional Development on Zones of Regulation	Teachers and School Counselor will implement common language and strategies learned from Zones of Regulation Professional Development.	Review and Revise implementation of common language and strategies learned from Zones of Regulation Professional Development.
Grade Level Teachers schedule social-emotional lessons with school counselor, which includes Zones of Regulation terms.		



<b>Strategy #2:</b> Each classroom will implement an emotional check-in system.		
Action Step Year 1	Action Step Year 2	
Professional Development on Emotional Check In Systems aligned with Zones of Regulation.	Classroom teachers will pilot an emotional check-in system within their classroom that aligns with Zones of Regulation language.	Review and Revise implementation of emotional check in system using counseling data.
Professional Development on Emotional Check In options for classroom teachers.		
<b>Strategy #3:</b> Students will have access to multiple self-regulation strategies.		
Action Step Year 1	Action Step Year 2	
Professional Development on Calm Down Areas and Strategies aligned with Zones of Regulation.	Teachers and school counselor will assess student knowledge of self-regulation strategies, which include Zones of Regulation terms.	Review student utilization of self-regulation strategies based on assessment
Social-Emotional Lessons on Self-Regulation Strategies		

Norwayne **Middle** School, **Social/Emotional** Comprehensive Continuous Improvement Plan, FY23-FY25

Goal Area #1:		
SMART Goal: By May 2025 we will improve the performance of all students in 8th grade to 75% or more demonstrating the understanding of the SEL competency of self-management with school counselor data.		
Student Measure: Every quarter in the SEL competency of self-management using school counselor data, 8th grade students will be measured with a final improvement of 75% at end of plan.		
Adult Implementation Measure: Every quarter in school counselor data, 8th grade students will be measured with a final improvement of 75% at end of plan.		
Strategy #1: School Counselor will deliver a social-emotional learning curriculum in the classroom including regulating emotions and behaviors by using thinking strategies that are consistent with brain development.		
Action Step Year 1	Action Step Year 2	Action Step Year 3
Student self-inventory surveys completed.	School counselor and teachers will assist students in applying productive self-monitoring strategies to reframe thoughts and behaviors.	Review and revise implementation of strategies targeted toward self-management.
Grade-level teachers will schedule social-emotional lessons with school counselor, which includes developing self-management skills.		

Strategy #2: School Counselor will collaborate with teachers to set, monitor, adapt, and evaluate goals to achieve success in school and life.		
Action Step Year 1	Action Step Year 2	Action Step Year 3
Student self-inventory surveys completed. Establish life and academic goals.	School counselor and teachers will assist students with monitoring progress toward academic and life goals. Identify action steps needed.	Review and revise implementation of strategies targeted toward self management.
Identify school, family, and community resources that may assist in achieving a goal.		
Strategy #3: Students will understand and demonstrate perseverance through challenges and setbacks in school and life.		
Action Step Year 1	Action Step Year 2	Action Step Year 3
School counselor will provide classroom instruction focused on persevering through challenges and setbacks in life.	School counselor will develop a plan with students to reframe a challenge or a setback into an opportunity.	Review and revise implementation of strategies targeted toward self management.
Students will provide self-reporting data through surveys and questionnaires.		

Norwayne High School, Social/Emotional Comprehensive Continuous Improvement Plan, FY23-FY25

Goal Area #1:		
SMART Goal: By May 2025 we will improve the performance of all high school students at the High school to 7% or less participating in Tier 3 interventions with Counseling Data		
Student Measure: Every semester in Tier 3 Interventions using the Counseling Data, all students will be measured with a final improvement of 7% at the end of the plan.		
Adult Implementation Measure: Every semester in Counseling Data, all students will be measured with a final improvement of 7% at the end of the plan.		
Strategy #1: Teachers will receive professional development to better recognize signs of social emotional distress in students.		
Action Step Year 1	Action Step Year 2	Action Step Year 3
Professional Development on recognizing signs of social-emotional distress. Administration will contract with Ana-Zao to provide additional support.	Additional professional development training will be provided for teachers as needed. Administration will contact Ana-Zao based on need.	Survey teacher understanding of recognizing signs of social-emotional distress in students. Administration will provide data to Ana-Zao in the annual meeting.
Strategy #2: Teachers will receive professional development to better intervene with students who have social-emotional needs		
Action Step Year 1	Action Step Year 2	Action Step Year 3
Professional Development on initial interventions on students demonstrating social-emotional distress. Administration will contract with Ana-Zao to provide additional support.	Teachers will document interventions used on students demonstrating social-emotional distress. They will report interventions to the administration.	Survey teacher understanding of implementing interventions for students demonstrating social emotional distress

Strategy #3: Counseling resources will increase for students with Tier 3 social-emotional needs		
Action Step Year 1	Action Step Year 2	Action Step Year 3
Increase availability of Tier 3 counseling resources for students. Administration will contract for additional services with Ana-Zao	Counselors identify the specific Tier 3 social-emotional counseling needs in students and will provide a report to administration	Review and revisit specific Tier 3 counseling needs in students. Administration will have review with Ana-Zao