A. **CONDITIONS FOR LEARNING: All teachers, staff, and parents will have the materials and resources to successfully address the academic needs of students insuring students' progress towards meeting standards.**
   a. The district needs to ensure that teachers are utilizing curriculum and instruction consistent with CCSS.
   b. The district needs to ensure resources are in place to monitor the progress students are making towards meeting grade level standards, goals, and objectives.
   c. The district needs to ensure supports are in place to address the individual needs of student so as to target and address these needs in a systematic manner.
   d. The district needs to insure the physical fitness needs of students are being meet so as to help students live a healthy life style.

1. Staff will implement a newly adopted ELA program and ELA intervention program. Staff Development will focus on the successful implementation of the ELA program through Professional Development Days, collaboration during minimum days, and focused discussions during staff meetings. Staff will collaborate monthly and be involved in activities that build proficiency in the implementation of content standards and promoting students' success in meeting performance standards. Grades 6 - 8 and TK will pilot/adopt an ELA curriculum. Math workbooks purchased for students.
   a. Y3a: Continue utilization of Reading Coaches to support the effective utilization of the new ELA curriculums and instructional practices for reading instruction.
   b. Y3b: Continue the identification and purchase of supplemental materials based on established needs and evaluation of student progress in both ELA and MA.
   c. Y3c: Provide professional development opportunities for staff in the area of effective reading instruction.

2. Provide supports to monitor student progress towards standards through AIMsweb.

   a. Y3a: Continue utilization of online tools/assessments to monitor student progress towards RtI goals and service levels. Fully implement key standards assessments with online tools.

3. Provide targeted intervention supports for students in Language Arts and Mathematics to insure students are progressing towards grade level standards..
   a. Y3: Support the Learning Center and RtI Model of intervention through a .4 FTE teacher and paraprofessional support of small group classroom instruction.

4. Strengthen the PE program through appropriate equipment, training, lessons and by establishing integrated lessons/materials with the core curriculum areas (Language Arts, Mathematics, and Science) to insure students are meeting physical fitness standards.
   a. Y3a: Replenish supplies for implementation of the Sparks PE Program.
   b. Y3b: Provide time during collaboration meetings for staff to focus on implementation of the Sparks PE Program as well as offering time for staff to review/train in the utilizing of the PE curriculum.

5. Insure a proficient and skilled staff through competitive wage structures, retention of skilled teachers, focused professional growth, effective professional collaboration, and staff leadership involvement in the school improvement process.
   a. Y3a: Utilize professional development days, staff meetings, and staff collaboration days for professional development in ELA, small group instruction, and Leadership principles/strategies.
   b. Y3b: Utilize professional development days, staff meetings, and staff collaboration days for professional development in ELA, small group instruction, and Leadership principles/strategies.
   c. Y3c: Work with union groups to monitor a competitive wage structure for retention of skilled teachers.

6. Support, maintain, and enhance the school environment through well maintained facilities and physical resources that promote pride within the school community and support effective teaching and learning.
    a. Y3a: Continue implementation of the Facilities Master Plan

B. **ENGAGEMENT/CLIMATE: All members of the school community (parents, staff, students) will actively participate in supporting the academic, social, and behavior goals of students that address academic standards, 21st century learning outcomes, and leadership capacity.**
   a. The district needs to ensure parents have the resources and information necessary to support the learning of their students.
   b. The district needs to ensure students have access to resources that help them develop 21st century learning skills; resources address the specific skills/talents of students, and opportunities for students to integrate learning in meaningful ways.
   c. The district needs to ensure staff receive targeted professional development in the core curricular areas, in addressing the social/emotional needs of students, and in helping students develop the skills they will need to be successful in high school, college, and beyond.
   d. The district needs to ensure staff, students, and parents are appropriately involved in all phases of developing a positive and effective learning environment.
   e. The district needs to ensure a safe and supportive school environment is in place that supports the social, emotional and academic growth of students.

1. Enhance parent engagement through improved communications between school and home and providing academic supports to parents that allow them to become effective partners with the school in helping their child achieve academic goals.
   a. Y3: Utilize the monthly school newsletter, classroom newsletters, parent/teacher conferences, Back to School night, and online resource to inform parents of strategies for successfully supporting the academic and social development of their students.

2. Staff will utilize effective strategies for helping build social and academic skills within students so that students have the ability to set and achieve personal goals. Staff will help students take responsibility for achieving academic goals and becoming contributing citizens of their class, their school, and their community. Positive behavior within and outside the classroom will increase with a reduction in student complaints about bullying.
   a. Y3a: Develop a positive and proactive school culture that provides students with strong interpersonal skills, leadership skills, and effective problem-solving skills that builds a school environment where students feel safe and have a voice.
   b. Y3b: Add counseling support to assist staff in meeting the social, behavioral, and academic needs of students.

3. Student engagement within a Broad Course of Study will be enhanced through supplemental activities that integrate the core curriculum areas, help students make personal connections with their learning and possible career/college choices, 21st century learning skills, STEAM, small group activities, and online courses.
   a. Y3a: Fund an extracurricular "activity" period for students in grades 7-8.
   b. Y3b: Provide co-curricular experiences for students at all grade levels through assemblies, fieldtrips, and integrated classroom activities that help students make connections with meaningful and real-life topics.
   c. Provide additional STEAM resources and professional development.
   d. Y3c: Purchase additional class sets of chromebooks for students in grades 4 & 5 to provide students with access to meaningful and relevant information that supports learning.
   e. Y3d: Provide opportunities for 7th/8th graders to participate in performing arts as well as music appreciation for students in grades K-6.

4. Technology resources and supports will be utilized by staff and students to augment the delivery of curriculum and provide access to 21st Century learning opportunities.
    a. Y3a: Provide online resources for building computer skills within students and providing access to programs that supplement and support the core curriculum.
    b. Y3b: Provide teacher presentation skills and student management programs that support the delivery of instruction.
    c. Y3c: Provide personnel to assist and manage technology resources that supports the overall school management, instructional practices of teachers, and the acquisition of technology-related skills of students.