The Educational Plan

Overview

Union Local School District (ULSD) currently provides programs of study to students that meet all Ohio Department of Education requirements for PreK-12 education as mandated by state provisions. Students are provided the opportunity to select courses of study that will prepare them for 4 year college entrance, 2 year career and technical college or immediate careers after graduation. The administration and staff continuously strive to update the curricular offerings for students as they prepare for life after high school graduation. Every effort has been made to expand the current academic offerings through federal and state grants, professional development for staff and working with business partners to provide students opportunities to become productive citizens. The ULSD Board of Education (BOE) is committed to providing clear direction for the administration and staff.

Despite everyone's best efforts, the BOE and administrative staff realize that students attending ULSD will require updated programs of study to compete for high paying jobs in careers that may or may not exist today. Research has shown that often times students will need skills beyond the classroom and that the ability to work with a team of learners to solve problems that didn't exist while they were attending high school will be the norm as they move into the workforce. Students attending the ULSD have always demonstrated a caring and supportive attitude toward their fellow students and respect for their teachers. These characteristics will benefit each student later in life if and when they have the opportunity to work with a team of professionals working to solve a problem or to provide services to others.

The BOE and administrative staff understand that a greater commitment is needed by all members of the education team at Union Local. It is clear that just meeting the state minimum standards is not sufficient to ensure future student success. Providing each student with engaging and exciting curriculum tailored to their needs will be required in the future. Greater parental participation and increased parental expectations for students will also be needed to provide hope for improvements in the district. A motivated student population may be one of the most important elements if the district is to become an agent for change over the coming years.

It is common belief that the ULSD Educational Plan should build on the state mandated educational standards but provide a curriculum, instruction, and assessment that aligns to the needs of the students served and without question provide these students the tools they need to master the minimum standards required in an exciting and challenging 21st Century school environment. To accomplish this, the CEFP committee understands that traditional and non-traditional educational strategies will need to occur in the district. Also, peripheral issues that adversely affect learning will need to be addressed including improved drug addiction awareness and support, school safety, healthy school environments, school attendance and dropout prevention, community and business partnerships.

The Union Local BOE has recognized the need to solicit all resources available within the school district as well as from the local business and industry leaders to accomplish the goals established within the plan. They have directed the CEFP committee to expand current partnerships with business and industry to better prepare students for job opportunities that currently exist in local and regional job markets. Current career/vocational programs will be expanded at the district level in areas of engineering, gateway to technologies and agribusiness, biomedical and other career opportunities in the oil and gas operations industries. Based on the needs that may exist in the future, the district will also explore career

training in the healthcare and biotechnology fields of studies. These expansions will be coordinated with the Belmont County Career/Technology Center to prevent overlap and to secure maximum funding available to support each program.

Student support services will be a critical need as the college bound and career/tech curriculum is modified to support student exploration of careers and to address individual student needs. The CEFP committee recommends expansion of these services in the future.

Gifted and intervention support programs are currently provided at all levels. These programs currently require additional facility needs and will require programmatic changes as student exceptionalities are identified and program delivery changes occur. The CEFP committee has recommended expanding early childhood intervention programs to help identify students at an earlier age. When this occurs, facility renovations and expansion will be necessary. A number of intervention programs currently exist within the Union Local School District.

To address all areas of need, the CEFP executive committee decided to create the following subcommittees that considered the current and future curricular and facility needs in areas of:

- **Culture and Leadership**
- **Birth - Kindergarten**
- **1st – 5th Grade**
- **6th – 12th Grade**
- **21st Century Schools**
- **Career and Technical Education**
- **Facilities**

Each subcommittee was charged to examine the current successes and shortcomings of each subgroup and to work together to review desired future grade configurations, scheduling options, operational plans, curriculum and student support services, instructional delivery methods and facility changes that will need to occur to support these changes. The educational plan was developed with each subcommittee providing input into the final document. In doing so, the educational plan will drive facility changes desired to support the programs of study in the future. The CEFP planning process began with a facility assessment to identify deficiencies related to current codes and standards for all schools. The facility needs related to the educational program improvements noted in this chapter of the CEFP will be addressed in the **Translating Educational Needs into Facility Needs** section of this document.

Union Local School District

THE POWER OF

UL

JETS THINK….JETS CARE….JETS AIM high

VISION:

At Union Local WE value that everyone has unique strengths. WE will work together and support one another to reinforce our strengths, refine and overcome our weaknesses, enabling us to become leaders of a diverse society.

MISSION:

The Union Local School District WILL:

- Ensure students and staff become deeply known by one another
  (Build Relationships and Communicate)
- Ensure students and staff have a clear vision for themselves
  (Pave a Clear Pathway)
- Ensure students and staff are exposed to rigorous instruction and personal learning that is aligned to the appropriate standards and to their Individual Needs **(Become the Best Version of Ourselves)**

***The MISSION WILL be ACCOMPLISHED by operating within the parameters of the Culture Blueprint.

CULTURE BLUEPRINT

VALUE COMMUNICATION Jets THINK when they communicate	COMMUNICATION BEHAVIORS JETS THINK T - Timely H - Honest I - Inspiring N - Necessary K - Kind	COMMUNICATION OUTCOME WORLD-CLASS DYNAMIC COMMUNICATION
VALUE EMPATHY Jets CARE about others	EMPATHY BEHAVIORS JETS CARE C - Compassion A - Awareness R - Respect E - Encouragement	EMPATHY OUTCOME WORLD-CLASS EMPATHY
VALUE GRIT/EFFORT Jets AIM high for everyday excellence	GRIT/EFFORT Behaviors JETS AIM high A - Ambition I - Intent M - Might	GRIT OUTCOME WORLD-CLASS EFFORT

The Union Local School District has invested considerable time and resources in the development of a long-term Educational Plan. The plan was developed after careful analysis of relevant data, along with data gathered from public and educational meetings. The plan will guide the decisions made by the Union Local School District, and enable the district to become focused on specific goals and objectives, while operating within the boundaries of the Culture Blueprint.

The Current Plan

The district is currently not working from an organized long-range plan. As a result, the district is operating in a reactionary mode of operation that attempts to introduce new and improved programs but does not always have the opportunity to research all possibilities available to them nor to implement proven data driven programs of study that they would like to introduce to students and staff. Standardized test scores for the ULSD have shown improvement through strong efforts from students and staff to address this issue. It has been argued across the nation that standardized test scores are not a fair evaluation of the teaching and learning taking place in schools. There are also a number of testing venues used to evaluate student retention of the subject matter. The CEFP committee understands that regardless of the effectiveness of the testing method, the current state standard and evaluation process for identifying the success or failure of the school district efforts is the state testing methodology. Given the district is meeting these standards and current test scores remain low, the committee also understands that an alternative delivery method of the state mandated curriculum content may be necessary in order to improve the ULSD student achievement.

The CEFP committees and subcommittees have provided input relating to the current school district educational plan including a desire to:

- Improve communications at all levels
- Increase teacher training
- Increase teacher input into curriculum delivery
- Clarify the school district's goals
- Solicit greater parental involvement in resolving student achievement issues
- Increase early intervention programs
- Directly involve business and industry in the career technical curriculum delivery model

It was determined that a school improvement diagnostic study would also be performed to help address many of the above issues. Teachers, administrators and students were requested to provide valuable information via a survey of each group. This data revealed several common themes the district staff will be addressing in the future. The CEFP executive committee reviewed this data and as a result will be recommending several changes relating to school operations and function as well as curriculum delivery methodology to the ULSD Board of Education in coming months. The Diagnostic Report is incorporated into to this educational plan.

The Proposed Plan

The purpose of the CEFP Educational Plan is to review current academic programs that are currently working well, identify those things that are not working well and then create a plan to improve all areas where improvements are needed. To provide a comprehensive look at all levels of the district's current areas of study and to address areas of concern, the educational planning committee created subcommittees that reviewed and recommended improvements in areas of:

1. Culture and Leadership
2. Birth - Kindergarten
3. 1st - 5th Grades
4. 6th - 12th Grades
5. 21st Century Schools
6. Career/Technical Education

School Diagnostic Report

The district decided to perform a self-diagnostic review that involved students, teachers and administrators. This review collected data in several areas of school operations including **Positive Culture and Climate, School Leadership, Curriculum, Instruction and Assessment, Student Support Services and Family/Community Connections, Educator Growth, Efficient and Effective Management, and Continuous Improvement.** The diagnostic report allowed the district administration to review a cross section of data points and reach conclusions regarding areas where improvement needs to occur. Additionally, the report provided valuable feedback highlighting areas of the school operations that are currently working well.

This information is very valuable to the district because it targets areas where improvements need to occur and, more importantly, prevents the district from spending valuable time and effort changing procedures that are working well and need only additional support. Over the next several years, all these areas will be addressed as the school district begins to set in motion new and improved programs of study and updates school operations. The executive committee determined that all areas of the school diagnostic review would be used to improve the district's strategic planning but did feel, based on the responses of all participants in the questionnaire, that three areas should be focused on as soon as possible **(Standard #2 School Leadership, Standard #7 Continuous Improvement and Standard #5 Educator Growth).** The administration and staff have already begun planning for addressing these areas of concern and will be setting in motion a system-wide plan of improvement for all standards reviewed in the coming years. The diagnostic report prepared specifically for the ULSD follows:

Appendix A: District Diagnostic Report

School(s)	Overall Avg
	44.81%
Union Local Elementary School	50.28%
Union Local High School	46.39%
Union Local Middle School	37.78%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure onging effectiveness

Std 1 - Positive Culture and Climate	Std 1 Avg
	56.48%
Union Local Elementary School	66.67%
Union Local High School	55.56%
Union Local Middle School	47.22%

Std 2 - School Leadership	Std 2 Avg
	30.81%
Union Local Elementary School	39.39%
Union Local High School	31.82%
Union Local Middle School	21.21%

Std 3 - Curriculum, Instruction and Assessment	Std 3 Avg
	47.69%
Union Local Elementary School	50.00%
Union Local High School	51.39%
Union Local Middle School	41.67%

Std 4 - Student Support Services and Family/Community Connections	Std 4 Avg
	41.11%
Union Local Elementary School	53.33%
Union Local High School	36.67%
Union Local Middle School	33.33%

Std 5 - Educator Growth	Std 5 Avg
	40.74%
Union Local Elementary School	36.11%
Union Local High School	38.89%
Union Local Middle School	47.22%

Std 6 - Efficient and Effective Management	Std 6 Avg
	54.17%
Union Local Elementary School	58.33%
Union Local High School	62.50%
Union Local Middle School	41.67%

Std 7 - Continuous Improvement	Std 7 Avg
	36.11%
Union Local Elementary School	38.89%
Union Local High School	38.89%
Union Local Middle School	30.56%

Appendix B: Elementary School Diagnostic Report

School Diagnostic Profile

School	Overall Avg
Union Local Elementary School	50.28%

Level 1	Level 2	Level 3	Level 4
Emerging	**Developing**	**Operationalizing**	**Optimizing**
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Std 1 - Positive Culture and Climate	Std 1 Avg
Union Local Elementary School	66.67%

Std 2 - School Leadership	Std 2 Avg
Union Local Elementary School	39.39%

Std 3 - Curriculum, Instruction and Assessment	Std 3 Avg
Union Local Elementary School	50.00%

Std 4 - Student Support Services and Family/Community Connections	Std 4 Avg
Union Local Elementary School	53.33%

Std 5 - Educator Growth	Std 5 Avg
Union Local Elementary School	36.11%

Std 6 - Efficient and Effective Management	Std 6 Avg
Union Local Elementary School	58.33%

Std 7 - Continuous Improvement	Std 7 Avg
Union Local Elementary School	38.89%

Level 1	Level 2	Level 3	Level 4
Emerging	**Developing**	**Operationalizing**	**Optimizing**
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Std 1 - Positive Culture and Climate

School	Std 1 Avg	Staff is welcoming	Artifacts displayed	Accomplishments recognized	Professionalism among staff	"We" and "Us" language	Beliefs and values have high expectations and policy support	Culture is based on what's best for students	All staff have high expectations for academics and behavior	Behavior support program monitors, corrects and celebrates appropriate behavior	Academic and socially inlusive environment for ALL students	Students believe the adults care	Multiple data sets analyzed and decisions made
Union Local Elementary School	66.67%	83.33%	66.67%	50.00%	83.33%	66.67%	66.67%	66.67%	33.33%	66.67%	83.33%	83.33%	50.00%

Std 2 - School Leadership

School	Std 2 Avg	Respect for school leadership	Functioning School Leadership Team in place	Substantive SLT meetings occur regularly	SLT uses data and problem solves	Communication between SLT, Admin & District	Students have opportunities to become leaders	Students have positive interactions with Admin	Staff and Admin have scheduled collaborative time to discuss student performance and school improvement	Staff and Admin work collaboratively on student based schedules	Administrator(s) are visible and accessible to students	Admin effectively plans, organizes, monitors and communicates to stakeholders
Union Local Elementary School	39.39%	83.33%	33.33%	50.00%	33.33%	33.33%	0.00%	50.00%	33.33%	33.33%	50.00%	33.33%

Std 3 - Curriculum, Instruction and Assessment

School	Std 3 Avg	Secure place for student learning	Classroom is student centered and learning focused	Classroom and behavior management effective	Standards-based curriculum in place	Teachers have strong content knowledge and implement all components of effective instruction	Teachers utilize ongoing formative assessments	Scaffolding, differentiation and intervention are provided (SPL)	A planned variety of instructional methods and strategies	Learning environment encourages collaboration	Instruction is varied and provides opportunities for higher level thinking	Technology is utilized for both teaching and learning	Staff and Admin work collaboratively to ensure All students are mastering learning targets
Union Local Elementary School	50.00%	83.33%	83.33%	66.67%	66.67%	66.67%	50.00%	33.33%	50.00%	33.33%	33.33%	0.00%	33.33%

Std 4 - Student Support Services and Family/Community Connections

School	Std 4 Avg	Support programs are active	Students articulate personal/academic/behavior goals	Students/Families understand the supports and services offered	Community is involved and supportive of the school	Multi-tiered systems of support are utilized and understood by all teachers
Union Local Elementary School	53.33%	83.33%	33.33%	50.00%	50.00%	50.00%

Std 5 - Educator Growth

School	Std 5 Avg	PD/PL is embedded	Personalized professional learning is provided and supported	Teachers share strategies and practices	Teachers utilize information from team meetings(PLCs) to develop plans for struggling students	Teachers are comfortable having other teachers visit their classrooms	Horizontal and vertical planning occur regularly
Union Local Elementary School	36.11%	33.33%	33.33%	33.33%	33.33%	33.33%	50.00%

Std 6 - Efficient and Effective Management

School	Std 6 Avg	Facility is safe and clean	School operates with effective organization and communication structures	Orderly student transitions and hallway monitoring	Bully/harrassment programs effective	LSIC collaborates with SLT	Admin has communication structure in place	School website accessible, current and accurate	Student scheduling is proactive and reflects student and staff input
Union Local Elementary School	58.33%	83.33%	83.33%	83.33%	66.67%	0.00%	33.33%	66.67%	50.00%

Std 7 - Continuous Improvement

School	Std 7 Avg	Teachers involved in school goal setting and implementation	Improvement is the shared responsibility among all faculty	School has assessment/benchmarking systems in place	Multiple data are used in daily functions	SLT evaluates, monitors and adjusts strategic plan	School and SLT utilize school improvement tools
Union Local Elementary School	38.89%	33.33%	50.00%	83.33%	33.33%	33.33%	0.00%

All Classrooms Observation Reviews

General Observation Scores For:	Gen Obs Overall Avg Score	Gen Obs Avg Rating
Union Local Elementary School	18.56	0.77

General Classroom Observations:	Points Possible: 24
0 - Didn't See It	1 - Saw It

Classroom Observation Indicators

	1.Teacher is prepared	2.Lesson and Obj posted	3.UDL Environment	4.Content and instruction accessible	5.Teacher provides anticipatory set	6.Teacher implements each component of the lesson	7.Teacher provides guided practice	8.Frequent cks for understanding/ formative assessments
Union Local Elementary School	1.00	1.00	0.00	0.20	0.80	1.00	1.00	0.90

	9.Teacher adjusts instruction	10.Independent practice based on readiness	11.Intervention/ Enrichment opportunities	12.Students not tied to worksheets or textbooks	13.Stds aligned and grade level appropriate	14.Students engaged in curriculum	15.Differentiated content, instruction, assessments, products	16.Higher level questioning
Union Local Elementary School	0.90	0.90	0.80	0.90	1.00	1.00	0.60	0.80

	17.Multiple methods of instruction	18.Higher level student collaboration	19.High Expectations	20.Classroom management	21.Technology usage embedded in curriculum	22.Higher order thinking tech use	23.Positive relationships with students	24.Classroom inviting and inspiring
Union Local Elementary School	0.70	0.70	0.90	1.00	0.22	0.10	1.00	1.00

Co-Teaching Classroom Observations Review

Co-Teaching Observation Scores For:	CT Obs Score	CT Obs Avg Rating
Union Local Elementary School	43.00	2.53

Co-Teaching Classroom Observations:				
Not Yet Co-teaching 0-20	Emerging 21-36	Developing 37-41	Proficient 42-46	Master Co-teaching 47-51
Scoring Scale: 0 - There was no Attempt	1 - It was Attempted	2 - Saw It or Heard It	3 - It was done well	

Co-Teaching Core Competencies

School	1.6 Can not tell sped ed from gen ed students	1.8 Inclusive language used with All students	1.9 Peer communication	2.7 Appropriate behavior mngmnt	3.7 Utilize differentiated strategies	4.5 Two professionals same space	5.7 Variety of instructional approaches	5.9 Positive communication
Union Local Elementary School	3.00	3.00	3.00	3.00	2.00	3.00	0.00	3.00

School	8.6 Both teachers assist	8.8 Universally designed environment	8.13 Learning enhanced with technology	8.16 Questions asked at a variety of levels	9.5 Parity in classroom	9.6 Evidence of co-planning	9.10 "We" language	11.3 Can not tell Gen Ed from Specialist	11.6 Both teachers working together
Union Local Elementary School	3.00	1.00	1.00	3.00	3.00	3.00	3.00	3.00	3.00

All Classrooms Observation Reviews

General Observation Scores For:	Gen Obs Overall Avg Score	Gen Obs Avg Rating
Union Local Elementary School	18.56	0.77

General Classroom Observations:	Points Possible: 24
0 - Didn't See It	1 - Saw It

Classroom Observation Indicators

	1.Teacher is prepared	2.Lesson and Obj posted	3.UDL Environment	4.Content and instruction accessible	5.Teacher provides anticipatory set	6.Teacher implements each component of the lesson	7.Teacher provides guided practice	8.Frequent cks for understanding/ formative assessments
Union Local Elementary School	1.00	1.00	0.00	0.20	0.80	1.00	1.00	0.90

	9.Teacher adjusts instruction	10.Independent practice based on readiness	11.Intervention/ Enrichment opportunities	12.Students not tied to worksheets or textbooks	13.Stds aligned and grade level appropriate	14.Students engaged in curriculum	15.Differentiated content, instruction, assessments, products	16.Higher level questioning
Union Local Elementary School	0.90	0.90	0.80	0.90	1.00	1.00	0.60	0.80

	17.Multiple methods of instruction	18.Higher level student collaboration	19.High Expectations	20.Classroom management	21.Technology usage embedded in curriculum	22.Higher order thinking tech use	23.Positive relationships with students	24.Classroom inviting and inspiring
Union Local Elementary School	0.70	0.70	0.90	1.00	0.22	0.10	1.00	1.00

Co-Teaching Classroom Observations Review

Co-Teaching Observation Scores For:	CT Obs Score	CT Obs Avg Rating
Union Local Elementary School	43.00	2.53

Co-Teaching Classroom Observations:				
Not Yet Co-teaching 0-20	Emerging 21-36	Developing 37-41	Proficient 42-46	Master Co-teaching 47-51
Scoring Scale:	0 - There was no Attempt	1 - It was Attempted	2 - Saw It or Heard It	3 - It was done well

Co-Teaching Core Competencies

School	1.6 Can not tell sped ed from gen ed students	1.8 Inclusive language used with All students	1.9 Peer communication	2.7 Appropriate behavior mngmnt	3.7 Utilize differentiated strategies	4.5 Two professionals same space	5.7 Variety of instructional approaches	5.9 Positive communication
Union Local Elementary School	3.00	3.00	3.00	3.00	2.00	3.00	0.00	3.00

School	8.6 Both teachers assist	8.8 Universally designed environment	8.13 Learning enhanced with technology	8.16 Questions asked at a variety of levels	9.5 Parity in classroom	9.6 Evidence of co-planning	9.10 "We" language	11.3 Can not tell Gen Ed from Specialist	11.6 Both teachers working together
Union Local Elementary School	3.00	1.00	1.00	3.00	3.00	3.00	3.00	3.00	3.00

Standard 1 - Positive Culture and Climate Review and Recommendations

Std 1 Overview For:	Overall Avg	Std 1 Avg
Union Local Elementary School	50.28%	66.67%

Level 1	Level 2	Level 3	Level 4
Emerging	**Developing**	**Operationalizing**	**Optimizing**
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Below are the indicators for Standard 1 as rated by each of the Diagnostic Team members.

Staff is welcoming	Artifacts are displayed	Accomplishments recognized	Professionalism among staff	"We" and "Us" language	Beliefs and values have high expectations and policy support
66.67%	66.67%	33.33%	66.67%	33.33%	66.67%
100.00%	66.67%	66.67%	100.00%	100.00%	66.67%
83.33%	66.67%	50.00%	83.33%	66.67%	66.67%

Culture is based on what's best for students	All staff have high expectations for academics and behavior	Behavior support program monitors, corrects and celebrates appropriate behavior	Academic and socially inclusive environment for ALL students	Students believe the adults care	Multiple data sets analyzed, and decisions made
66.67%	33.33%	66.67%	66.67%	66.67%	33.33%
66.67%	33.33%	66.67%	100.00%	100.00%	66.67%
66.67%	33.33%	66.67%	83.33%	83.33%	50.00%

Std 1 - Proposed Recommendations

Proposed Recommendations

* Celebrate academic success by highlighting students who have improved or excelled academically.
* The School Leadership Team will develop a school-wide set of non-negotiables and set standards and expectations for students and staff.
* Transparent, clear, and open communication with all stakeholders must be present in order to create positive relationships.

Standard 2 - School Leadership

Std 2 Overview For:	Overall Avg	Std 2 Avg
Union Local Elementary School	50.28%	39.39%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Respect for school leadership	Functioning School Leadership Team in place	Substantive SLT meetings occur regularly	SLT uses data and problem solves	Communication between SLT, Admin & District
66.67%	33.33%	33.33%	33.33%	33.33%
100.00%	33.33%	66.67%	33.33%	33.33%
83.33%	33.33%	50.00%	33.33%	33.33%

Students have opportunities to become leaders	Students have positive interactions	Staff and Admin have scheduled collaborative time to discuss student performance and school improvement	Staff and Admin work collaboratively on student based schedules	Administrator(s) are visible and accessible to students	Admin effectively plans, organizes, monitors and communicates to stakeholders
0.00%	66.67%	33.33%	33.33%	66.67%	33.33%
0.00%	33.33%	33.33%	33.33%	33.33%	33.33%
0.00%	50.00%	33.33%	33.33%	50.00%	33.33%

Std 2 - Proposed Recommendations

Std 2 - Proposed Recommendations

* The School Leadership Team should meet on a regular basis and the work should be student-centered, focusing on instruction, attendance, and behavior. Goals should be developed based on relevant data.
* The School Leadership Team needs to meet and establish goals for the upcoming school year based on data.
* Administrators should be fully engaged in teacher collaboration, PLCs, and team meetings.
* Administrators incorporate scheduled classroom walk-throughs weekly and information is shared with all staff and used to set goals.
* Establish student leadership opportunities (Student counsel, patrol leaders, student leadership team that has a specific focus)
* Administrative meetings take place weekly and are focused on the process of continuous improvement.

Standard 3 - Curriculum, Instruction and Assessment

Std 3 Overview For:	Overall Avg	Std 3 Avg
Union Local Elementary School	50.28%	50.00%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Secure place for student learning	Classroom is student centered and learning focused	Classroom and behavior management effective	Standards-based curriculum in place	Teachers have strong content knowledge and implement all components of effective instruction	Teachers utilize ongoing assessment
66.67%	66.67%	66.67%	66.67%	66.67%	33.33%
100.00%	100.00%	66.67%	66.67%	66.67%	66.67%
83.33%	83.33%	66.67%	66.67%	66.67%	50.00%

Scaffolding, differentiation and intervention are provided(SPL)	A planned variety of instructional methods and strategies	Learning environment encourages collaboration	Instruction is varied and provides opportunities for higher level thinking	Technology is utilized for both teaching and learning	Staff & Admin work collaboratively to ensure ALL student master learning targets
33.33%	33.33%	33.33%	33.33%	0.00%	33.33%
33.33%	66.67%	33.33%	33.33%	0.00%	33.33%
33.33%	50.00%	33.33%	33.33%	0.00%	33.33%

Standard 3 - Proposed Recommendations

* Collaboration time should focus on data and how this impacts groupings for intervention and personalized learning along with strategies on how to increase student engagement and achievement.
* Teachers should use data to identify student's specific needs, providing them with enrichment and support.
* Utilize observations specific to the needs of the school, both general walk through and co-teaching (where needed).
* Implement vertical teaming in order to allow students to seamlessly transition grade levels and to allow teachers to understand how skills build between grade levels.

Standard 4 - Student Support Services and Family/Community Connections

Std 4 Overview For:	Overall Avg	Std 4 Avg
Union Local Elementary School	50.28%	53.33%

Level 1	Level 2	Level 3	Level 4
Emerging	**Developing**	**Operationalizing**	**Optimizing**
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure onging effectiveness

Support programs are active	Students articulate personal/academic/behavior goals	Students/Families understand the supports and services offered	Community is involved and supportive of the school	Multi-tiered systems of support are utilized and understood by all teachers
66.67%	33.33%	66.67%	66.67%	33.33%
100.00%	33.33%	33.33%	33.33%	66.67%
83.33%	33.33%	50.00%	50.00%	50.00%

Standard 4 - Proposed Recommendations

* Continue to investigate and implement processes that build positive relationships with families to support student learning and enhance student motivation.
* Explore the Community Schools Model to link services between the school and community.
* School leaders should seek to develop a positive relationship with local media by inviting them to school functions and providing pictures or stories to celebrate success. (Use social media to celebrate positive happenings at your school).

Standard 5 - Educator Growth and Development

Std 5 Overview For:	Overall Avg	Std 5 Avg
Union Local Elementary School	50.28%	36.11%

Level 1	Level 2	Level 3	Level 4
Emerging	**Developing**	**Operationalizing**	**Optimizing**
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

PD/PL is embedded	Personalized professional learning is provided and supported	Teachers share strategies and practices	Teachers utilize information from team meetings (PLCs) to develop plans for struggling students	Teachers are comfortable having other teachers visit their classrooms	Horizontal and vertical planning occur regularly
33.33%	33.33%	33.33%	33.33%	33.33%	66.67%
33.33%	33.33%	33.33%	33.33%	33.33%	33.33%
33.33%	33.33%	33.33%	33.33%	33.33%	50.00%

Standard 5 - Proposed Recommendations

* A focused plan for Professional Learning should be supported by Title I or II funding.
* Support and follow-up for Professional Learning should be supported by school administrators and the county designee.
* Professional Learning should be job embedded and follow-up support provided by administrators.
* Professional Learning opportunities should be provided to help staff utilize technology for instruction and/or content accessibility.
* Administrators should schedule time to conference with teachers and provide constructive feedback using walk-through data.
* Sustained professional development (Co-teaching, UDL)

Standard 6 - Efficient and Effective Management

Std 6 Overview For:	Overall Avg	Std 6 Avg
Union Local Elementary School	50.28%	58.33%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure onging effectiveness

Facility is safe and clean	School operates with effective organization and communication structures	Orderly student transitions and hallway monitoring	Bully/harassment programs effective
100.00%	66.67%	66.67%	66.67%
66.67%	100.00%	100.00%	66.67%
83.33%	83.33%	83.33%	66.67%

LSIC collaborates with SLT	Admin has communication structure in place	School website accessible, current and accurate	Student scheduling is proactive and reflects student and staff input
0.00%	33.33%	66.67%	66.67%
0.00%	33.33%	66.67%	33.33%
0.00%	33.33%	66.67%	50.00%

Std 6 - Proposed Recommendations

* The budget for the school should be clearly communicated to the entire staff.
* The principal and School Leadership Team should work together to ensure the appropriate use of funds.

Standard 7 - Continuous Improvement

Std 7 Overview For:	Overall Avg	Std 7 Avg
Union Local Elementary School	50.28%	38.89%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Teachers involved in school goal setting and implementation	Improvement is the shared responsibility	School has assessment/benchmarking systems in place	Multiple data are used in daily functions	SLT evaluates, monitors and adjusts strategic plan	School and SLT utilize school improvement tools
33.33%	33.33%	66.67%	33.33%	33.33%	0.00%
33.33%	66.67%	100.00%	33.33%	33.33%	0.00%
33.33%	50.00%	83.33%	33.33%	33.33%	0.00%

Standard 7 - Proposed Recommendations

* The Strategic Plan should reflect the school mission and goals and address the school-wide focus as determined from various data sources.
* It is recommended that the Strategic Plan be revisited monthly in order to monitor progress.
* Interim assessments, test talks, and a clear system for measuring student progress must be in place, along with celebrations for academic growth.
* School focus areas should be established that support continuous improvement.

Appendix C: Middle School Diagnostic Report

School Diagnostic Profile

School	Overall Avg
Union Local Middle School	37.78%

Level 1	Level 2	Level 3	Level 4
Emerging	**Developing**	**Operationalizing**	**Optimizing**
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Std 1 - Positive Culture and Climate	Std 1 Avg
Union Local Middle School	47.22%

Std 2 - School Leadership	Std 2 Avg
Union Local Middle School	21.21%

Std 3 - Curriculum, Instruction and Assessment	Std 3 Avg
Union Local Middle School	41.67%

Std 4 - Student Support Services and Family/Community Connections	Std 4 Avg
Union Local Middle School	33.33%

Std 5 - Educator Growth	Std 5 Avg
Union Local Middle School	47.22%

Std 6 - Efficient and Effective Management	Std 6 Avg
Union Local Middle School	41.67%

Std 7 - Continuous Improvement	Std 7 Avg
Union Local Middle School	30.56%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Std 1 - Positive Culture and Climate

School	Std 1 Avg	Staff is welcoming	Artifacts displayed	Accomplishments recognized	Professionalism among staff	"We" and "Us" language	Beliefs and values have high expectations and policy support	Culture is based on what's best for students	All staff have high expectations for academics and behavior	Behavior support program monitors, corrects and celebrates appropriate behavior	Academic and socially inlusive environment for ALL students	Students believe the adults care	Multiple data sets analyzed and decisions made
Union Local Middle School	47.22%	83.33%	50.00%	16.67%	66.67%	50.00%	50.00%	33.33%	33.33%	33.33%	50.00%	66.67%	33.33%

Std 2 - School Leadership

School	Std 2 Avg	Respect for school leadership	Functioning School Leadership Team in place	Substantive SLT meetings occur regularly	SLT uses data and problem solves	Communication between SLT, Admin & District	Students have opportunities to become leaders	Students have positive interactions with Admin	Staff and Admin have scheduled collaborative time to discuss student performance and school improvement	Staff and Admin work collaboratively on student based schedules	Administrator(s) are visible and accessible to students	Admin effectively plans, organizes, monitors and communicates to stakeholders
Union Local Middle School	21.21%	16.67%	0.00%	0.00%	0.00%	0.00%	50.00%	33.33%	50.00%	33.33%	33.33%	16.67%

Std 3 - Curriculum, Instruction and Assessment

School	Std 3 Avg	Secure place for student learning	Classroom is student centered and learning focused	Classroom and behavior management effective	Standards-based curriculum in place	Teachers have strong content knowledge and implement all components of effective instruction	Teachers utilize ongoing formative assessments	Scaffolding, differentiation and intervention are provided (SPL)	A planned variety of instructional methods and strategies	Learning environment encourages collaboration	Instruction is varied and provides opportunities for higher level thinking	Technology is utilized for both teaching and learning	Staff and Admin work collaboratively to ensure All students are mastering learning targets
Union Local Middle School	41.67%	66.67%	33.33%	50.00%	33.33%	50.00%	33.33%	33.33%	50.00%	33.33%	50.00%	33.33%	33.33%

Std 4 - Student Support Services and Family/Community Connections

School	Std 4 Avg	Support programs are active	Students articulate personal/academic/behavior goals	Students/Families understand the supports and services offered	Community is involved and supportive of the school	Multi-tiered systems of support are utilized and understood by all teachers
Union Local Middle School	33.33%	16.67%	33.33%	33.33%	33.33%	50.00%

Std 5 - Educator Growth

School	Std 5 Avg	PD/PL is embedded	Personalized professional learning is provided and supported	Teachers share strategies and practices	Teachers utilize information from team meetings(PLCs) to develop plans for struggling students	Teachers are comfortable having other teachers visit their classrooms	Horizontal and vertical planning occur regularly
Union Local Middle School	47.22%	50.00%	50.00%	33.33%	33.33%	50.00%	66.67%

Std 6 - Efficient and Effective Management

School	Std 6 Avg	Facility is safe and clean	School operates with effective organization and communication structures	Orderly student transitions and hallway monitoring	Bully/harrassment programs effective	LSIC collaborates with SLT	Admin has communication structure in place	School website accessible, current and accurate	Student scheduling is proactive and reflects student and staff input
Union Local Middle School	41.67%	83.33%	50.00%	33.33%	50.00%	0.00%	16.67%	66.67%	33.33%

Std 7 - Continuous Improvement

School	Std 7 Avg	Teachers involved in school goal setting and implementation	Improvement is the shared responsibility among all faculty	School has assessment/benchmarking systems in place	Multiple data are used in daily functions	SLT evaluates, monitors and adjusts strategic plan	School and SLT utilize school improvement tools
Union Local Middle School	30.56%	16.67%	33.33%	66.67%	33.33%	16.67%	16.67%

All Classrooms Observation Reviews

General Observation Scores For:	Gen Obs Overall Avg Score	Gen Obs Avg Rating
Union Local Middle School	15.83	0.66

General Classroom Observations:	Points Possible: 24
0-Didn't See It	1-Saw It

Classroom Observation Indicators

	1.Teacher is prepared	2.Lesson and Obj posted	3.UDL Environment	4.Content and instruction accessible	5.Teacher provides anticipatory set	6.Teacher implements each component of the lesson	7.Teacher provides guided practice	8.Frequent cks for understanding/ formative assessments
Union Local Middle School	1.00	1.00	0.00	0.00	0.78	0.78	0.78	0.78

	9.Teacher adjusts instruction	10.Independent practice based on readiness	11.Intervention/ Enrichment opportunities	12.Students not tied to worksheets or textbooks	13.Stds aligned and grade level appropriate	14.Students engaged in curriculum	15.Differentiated content, instruction, assessments, products	16.Higher level questioning
Union Local Middle School	0.67	1.00	0.22	0.78	1.00	0.89	0.00	0.56

	17.Multiple methods of instruction	18.Higher level student collaboration	19.High Expectations	20.Classroom management	21.Technology usage embedded in curriculum	22.Higher order thinking tech use	23.Positive relationships with students	24.Classroom inviting and inspiring
Union Local Middle School	0.56	0.11	0.89	1.00	0.22	0.11	1.00	1.00

Co-Teaching Classroom Observations Review

Co-Teaching Observation Scores For:	CT Obs Score	CT Obs Avg Rating

No records were found.

Co-Teaching Classroom Observations:				
Not Yet Co-teaching 0-20	Emerging 21-36	Developing 37-41	Proficient 42-46	Master Co-teaching 47-51
Scoring Scale:	0 - There was no Attempt	1 - It was Attempted	2 - Saw It or Heard It	3 - It was done well

Co-Teaching Core Competencies

School	1.6 Can not tell sped ed from gen ed students	1.8 Inclusive language used with All students	1.9 Peer communication	2.7 Appropriate behavior mngmnt	3.7 Utilize differentiated strategies	4.5 Two professionals same space	5.7 Variety of instructional approaches	5.9 Positive communication

No records were found.

School	8.6 Both teachers assist	8.8 Universally designed environment	8.13 Learning enhanced with technology	8.16 Questions asked at a variety of levels	9.5 Parity in classroom	9.6 Evidence of co-planning	9.10 "We" language	11.3 Can not tell Gen Ed from Specialist	11.6 Both teachers working together

Standard 1 - Positive Culture and Climate Review and Recommendations

Std 1 Overview For:	Overall Avg	Std 1 Avg
Union Local Middle School	37.78%	47.22%

Level 1	Level 2	Level 3	Level 4
Emerging	**Developing**	**Operationalizing**	**Optimizing**
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Below are the indicators for Standard 1 as rated by each of the Diagnostic Team members.

Staff is welcoming	Artifacts are displayed	Accomplishments recognized	Professionalism among staff	"We" and "Us" language	Beliefs and values have high expectations and policy support
100.00%	66.67%	33.33%	66.67%	66.67%	66.67%
66.67%	33.33%	0.00%	66.67%	33.33%	33.33%
83.33%	50.00%	16.67%	66.67%	50.00%	50.00%

Culture is based on what's best for students	All staff have high expectations for academics and behavior	Behavior support program monitors, corrects and celebrates appropriate behavior	Academic and socially inclusive environment for ALL students	Students believe the adults care	Multiple data sets analyzed and decisions made
33.33%	33.33%	33.33%	33.33%	66.67%	33.33%
33.33%	33.33%	33.33%	66.67%	66.67%	33.33%
33.33%	33.33%	33.33%	50.00%	66.67%	33.33%

Std 1 - Proposed Recommendations

Proposed Recommendations

* Celebrate academic success by highlighting students who have improved or excelled academically.
* The school will complete the culture and climate surveys, analyze the data, and set goals that will increase academic achievement.
* The School Leadership Team will develop a school-wide set of non-negotiables and set standards and expectations for students and staff.
* Transparent, clear, and open communication with all stakeholders must be present in order to create positive relationships.

Standard 2 - School Leadership

Std 2 Overview For:	Overall Avg	Std 2 Avg
Union Local Middle School	37.78%	21.21%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Respect for school leadership	Functioning School Leadership Team in place	Substantive SLT meetings occur regularly	SLT uses data and problem solves	Communication between SLT, Admin & District
33.33%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
16.67%	0.00%	0.00%	0.00%	0.00%

Students have opportunities to become leaders	Students have positive interactions	Staff and Admin have scheduled collaborative time to discuss student performance and school improvement	Staff and Admin work collaboratively on student-based schedules	Administrator(s) are visible and accessible to students	Admin effectively plans, organizes, monitors and communicates to stakeholders
33.33%	33.33%	33.33%	33.33%	33.33%	33.33%
66.67%	33.33%	66.67%	33.33%	33.33%	0.00%
50.00%	33.33%	50.00%	33.33%	33.33%	16.67%

Std 2 - Proposed Recommendations

Std 2 - Proposed Recommendations
* The School Leadership Team should meet on a regular basis and the work should be student-centered, focusing on instruction, attendance, and behavior. Goals should be developed based on relevant data. * The School Leadership Team needs to meet and establish goals for the upcoming school year based on data. * The School Leadership Team will develop a method of data disaggregation and implement school-wide. * Administrators should be fully engaged in teacher collaboration, PLCs, and team meetings. * Administrators incorporate scheduled classroom walk-throughs weekly and information is shared with all staff and used to set goals. * Administrative meetings take place weekly and are focused on the process of continuous improvement.

Standard 3 - Curriculum, Instruction and Assessment

Std 3 Overview For:	Overall Avg	Std 3 Avg
Union Local Middle School	37.78%	41.67%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure onging effectiveness

Secure place for student learning	Classroom is student centered and learning focused	Classroom and behavior management effective	Standards-based curriculum in place	Teachers have strong content knowledge and implement all components of effective instruction	Teachers utilize ongoing assessment
66.67%	33.33%	33.33%	33.33%	33.33%	33.33%
66.67%	33.33%	66.67%	33.33%	66.67%	33.33%
66.67%	33.33%	50.00%	33.33%	50.00%	33.33%

Scaffolding, differentiation and intervention are provided(SPL)	A planned variety of instructional methods and strategies	Learning environment encourages collaboration	Instruction is varied and provides opportunities for higher level thinking	Technology is utilized for both teaching and learning	Staff & Admin work collaboratively to ensure ALL student master learning targets
33.33%	66.67%	33.33%	33.33%	33.33%	33.33%
33.33%	33.33%	33.33%	66.67%	33.33%	33.33%
33.33%	50.00%	33.33%	50.00%	33.33%	33.33%

Standard 3 - Proposed Recommendations

* Classroom instruction should be student-centered and differentiated based on formative and classroom data.
* Collaboration time should focus on data and how this impacts groupings for intervention and personalized learning along with strategies on how to increase student engagement and achievement.
* Utilize observations specific to the needs of the school, both general walkthrough and co-teaching (where needed).
* Utilize the Co-teaching Core Competency Framework by Murawski and Lochner. Reference Beyond Co-teaching Basics. ASCD 2017.
* Implement vertical teaming in order to allow students to seamlessly transition grade levels and to allow teachers to understand how skills build between grade levels.
* Explore options for integrating technology into day-to-day learning.

Standard 4 - Student Support Services and Family/Community Connections

Std 4 Overview For:	Overall Avg	Std 4 Avg
Union Local Middle School	37.78%	33.33%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Support programs are active	Students articulate personal/academic/behavior goals	Students/Families understand the supports and services offered	Community is involved and supportive of the school	Multi-tiered systems of support are utilized and understood by all teachers
33.33%	33.33%	33.33%	33.33%	33.33%
0.00%	33.33%	33.33%	33.33%	66.67%
16.67%	33.33%	33.33%	33.33%	50.00%

Standard 4 - Proposed Recommendations

* Provide ongoing opportunities to open the school to the community on a regular basis. Consider hosting game night, homework night, movie night, and technology night.
* Continue to investigate and implement processes that build positive relationships with families to support student learning and enhance student motivation.
* Explore the Community Schools Model to link services between the school and community.
 http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx

Standard 5 - Educator Growth and Development

Std 5 Overview For:	Overall Avg	Std 5 Avg
Union Local Middle School	37.78%	47.22%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure onging effectiveness

PD/PL is embedded	Personalized professional learning is provided and supported	Teachers share strategies and practices	Teachers utilize information from team meetings (PLCs) to develop plans for struggling students	Teachers are comfortable having other teachers visit their classrooms	Horizontal and vertical planning occur regularly
66.67%	66.67%	33.33%	33.33%	66.67%	66.67%
33.33%	33.33%	33.33%	33.33%	33.33%	66.67%
50.00%	50.00%	33.33%	33.33%	50.00%	66.67%

Standard 5 - Proposed Recommendations

* A focused plan for Professional Learning should be supported by Title I or II funding.
* Support and follow-up for Professional Learning should be supported by school administrators and the county designee.
* Collaboration meetings should be productive and purposeful with an agenda developed by the team that includes the following: using data to drive decisions, lesson planning, unit plan development, professional learning opportunities and follow up meeting development.
* Professional Learning opportunities should be provided to help staff utilize technology for instruction and/or content accessibility.
* Administrators should schedule time to conference with teachers and provide constructive feedback using walk-through data.

Standard 6 - Efficient and Effective Management

Std 6 Overview For:	Overall Avg	Std 6 Avg
Union Local Middle School	37.78%	41.67%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Facility is safe and clean	School operates with effective organization and communication structures	Orderly student transitions and hallway monitoring	Bully/harassment programs effective
66.67%	33.33%	33.33%	66.67%
100.00%	66.67%	33.33%	33.33%
83.33%	50.00%	33.33%	50.00%

LSIC collaborates with SLT	Admin has communication structure in place	School website accessible, current and accurate	Student scheduling is proactive and reflects student and staff input
0.00%	0.00%	66.67%	33.33%
0.00%	33.33%	66.67%	33.33%
0.00%	16.67%	66.67%	33.33%

Std 6 - Proposed Recommendations

* Establish a protocol and best practice for making school schedule changes. Make this practice clear to all staff and students.
* The budget for the school should be clearly communicated to the entire staff. The principal and School Leadership Team should work together to ensure the appropriate use of funds.
* Discipline should be focused around positive behavior supports.
* The county and school should seek support from outside agencies to help address student mental health issues based on the Community Schools Model.
* A morning walkthrough of the building should be done with the custodian to check on issues with the building prior to the students and teachers arriving.
* The school maintains and supports the use of technology through reporting, instructional and learning systems.

Standard 7 - Continuous Improvement

Std 7 Overview For:	Overall Avg	Std 7 Avg
Union Local Middle School	37.78%	30.56%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure onging effectiveness

Teachers involved in school goal setting and implementation	Improvement is the shared responsibility	School has assessment/benchmarking systems in place	Multiple data are used in daily functions	SLT evaluates, monitors and adjusts strategic plan	School and SLT utilize school improvement tools
0.00%	33.33%	66.67%	33.33%	33.33%	33.33%
33.33%	33.33%	66.67%	33.33%	0.00%	0.00%
16.67%	33.33%	66.67%	33.33%	16.67%	16.67%

Standard 7 - Proposed Recommendations

* The Strategic Plan should reflect the school mission and goals and address the school-wide focus as determined from various data sources. * It is recommended that the Strategic Plan be revisited monthly in order to monitor progress. * Interim assessments, test talks, and a clear system for measuring student progress must be in place, along with celebrations for academic growth. * Use a data collection method to provide extra help to students not mastering content and conduct test talks and conferencing as needed.

Appendix D: High School Diagnostic Report

School Diagnostic Profile

School	Overall Avg
Union Local High School	46.39%

Level 1	Level 2	Level 3	Level 4
Emerging	**Developing**	**Operationalizing**	**Optimizing**
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Std 1 - Positive Culture and Climate	Std 1 Avg
Union Local High School	55.56%

Std 2 - School Leadership	Std 2 Avg
Union Local High School	31.82%

Std 3 - Curriculum, Instruction and Assessment	Std 3 Avg
Union Local High School	51.39%

Std 4 - Student Support Services and Family/Community Connections	Std 4 Avg
Union Local High School	36.67%

Std 5 - Educator Growth	Std 5 Avg
Union Local High School	38.89%

Std 6 - Efficient and Effective Management	Std 6 Avg
Union Local High School	62.50%

Std 7 - Continuous Improvement	Std 7 Avg
Union Local High School	38.89%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0%-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing School's and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Std 1 - Positive Culture and Climate

School	Std 1 Avg	Staff is welcoming	Artifacts displayed	Accomplishments recognized	Professionalism among staff	"We" and "Us" language	Beliefs and values have high expectations and policy support	Culture is based on what's best for students	All staff have high expectations for academics and behavior	Behavior support program monitors, corrects and celebrates appropriate behavior	Academic and socially inlusive environment for ALL students	Students believe the adults care	Multiple data sets analyzed and decisions made
Union Local High School	55.56%	66.67%	66.67%	50.00%	66.67%	83.33%	50.00%	50.00%	33.33%	33.33%	66.67%	66.67%	33.33%

Std 2 - School Leadership

School	Std 2 Avg	Respect for school leadership	Functioning School Leadership Team in place	Substantive SLT meetings occur regularly	SLT uses data and problem solves	Communication between SLT, Admin & District	Students have opportunities to become leaders	Students have positive interactions with Admin	Staff and Admin have scheduled collaborative time to discuss student performance and school improvement	Staff and Admin work collaboratively on student based schedules	Administrator(s) are visible and accessible to students	Admin effectively plans, organizes, monitors and communicates to stakeholders
Union Local High School	31.82%	83.33%	16.67%	0.00%	16.67%	0.00%	50.00%	50.00%	16.67%	50.00%	33.33%	33.33%

Std 3 - Curriculum, Instruction and Assessment

School	Std 3 Avg	Secure place for student learning	Classroom is student centered and learning focused	Classroom and behavior management effective	Standards-based curriculum in place	Teachers have strong content knowledge and implement all components of effective instruction	Teachers utilize ongoing formative assessments	Scaffolding, differentiation and intervention are provided (SPL)	A planned variety of instructional methods and strategies	Learning environment encourages collaboration	Instruction is varied and provides opportunities for higher level thinking	Technology is utilized for both teaching and learning	Staff and Admin work collaboratively to ensure All students are mastering learning targets
Union Local High School	51.39%	83.33%	66.67%	50.00%	33.33%	66.67%	33.33%	50.00%	50.00%	66.67%	50.00%	16.67%	50.00%

Std 4 - Student Support Services and Family/Community Connections

School	Std 4 Avg	Support programs are active	Students articulate personal/academic/behavior goals	Students/Families understand the supports and services offered	Community is involved and supportive of the school	Multi-tiered systems of support are utilized and understood by all teachers
Union Local High School	36.67%	33.33%	33.33%	33.33%	50.00%	33.33%

Std 5 - Educator Growth

School	Std 5 Avg	PD/PL is embedded	Personalized professional learning is provided and supported	Teachers share strategies and practices	Teachers utilize information from team meetings(PLCs) to develop plans for struggling students	Teachers are comfortable having other teachers visit their classrooms	Horizontal and vertical planning occur regularly
Union Local High School	38.89%	33.33%	50.00%	33.33%	33.33%	50.00%	33.33%

Std 6 - Efficient and Effective Management

School	Std 6 Avg	Facility is safe and clean	School operates with effective organization and communication structures	Orderly student transitions and hallway monitoring	Bully/harrassment programs effective	LSIC collaborates with SLT	Admin has communication structure in place	School website accessible, current and accurate	Student scheduling is proactive and reflects student and staff input
Union Local High School	62.50%	83.33%	66.67%	83.33%	83.33%	16.67%	50.00%	83.33%	33.33%

Std 7 - Continuous Improvement

School	Std 7 Avg	Teachers involved in school goal setting and implementation	Improvement is the shared responsibility among all faculty	School has assessment/benchmarking systems in place	Multiple data are used in daily functions	SLT evaluates, monitors and adjusts strategic plan	School and SLT utilize school improvement tools
Union Local High School	38.89%	50.00%	50.00%	66.67%	33.33%	16.67%	16.67%

Standard 1 - Positive Culture and Climate Review and Recommendations

Std 1 Overview For:	Overall Avg	Std 1 Avg
Union Local High School	46.39%	55.56%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Below are the indicators for Standard 1 as rated by each of the Diagnostic Team members.

Staff is welcoming	Artifacts are displayed	Accomplishments recognized	Professionalism among staff	"We" and "Us" language	Beliefs and values have high expectations and policy support
66.67%	66.67%	66.67%	66.67%	100.00%	33.33%
66.67%	66.67%	33.33%	66.67%	66.67%	66.67%
66.67%	66.67%	50.00%	66.67%	83.33%	50.00%

Culture is based on what's best for students	All staff have high expectations for academics and behavior	Behavior support program monitors, corrects and celebrates appropriate behavior	Academic and socially inclusive environment for ALL students	Students believe the adults care	Multiple data sets analyzed, and decisions made
66.67%	33.33%	33.33%	66.67%	66.67%	33.33%
33.33%	33.33%	33.33%	66.67%	66.67%	33.33%
50.00%	33.33%	33.33%	66.67%	66.67%	33.33%

Std 1 - Proposed Recommendations

Proposed Recommendations
* The school will complete the culture and climate surveys, analyze the data, and set goals that will increase academic achievement. * The School Leadership Team will develop a school-wide set of non-negotiables and set standards and expectations for students and staff. * Transparent, clear, and open communication with all stakeholders must be present in order to create positive relationships. * The school has a great desire to see their students succeed but are searching for a clear direction when it comes to the climate and culture of the school. Need to narrow down on 3 goals and grow toward those goals.

Standard 2 - School Leadership

Std 2 Overview For:	Overall Avg	Std 2 Avg
Union Local High School	46.39%	31.82%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure onging effectiveness

Respect for school leadership	Functioning School Leadership Team in place	Substantive SLT meetings occur regularly	SLT uses data and problem solves	Communication between SLT, Admin & District
100.00%	33.33%	0.00%	33.33%	0.00%
66.67%	0.00%	0.00%	0.00%	0.00%
83.33%	16.67%	0.00%	16.67%	0.00%

Students have opportunities to become leaders	Students have positive interactions	Staff and Admin have scheduled collaborative time to discuss student performance and school improvement	Staff and Admin work collaboratively on student-based schedules	Administrator(s) are visible and accessible to students	Admin effectively plans, organizes, monitors and communicates to stakeholders
33.33%	33.33%	0.00%	66.67%	33.33%	33.33%
66.67%	66.67%	33.33%	33.33%	33.33%	33.33%
50.00%	50.00%	16.67%	50.00%	33.33%	33.33%

Std 2 - Proposed Recommendations

Std 2 - Proposed Recommendations
* The School Leadership Team should meet on a regular basis and the work should be student-centered, focusing on instruction, attendance, and behavior. Goals should be developed based on relevant data. * Administrators should be fully engaged in teacher collaboration, PLCs, and team meetings. * Arrange the school schedule so teachers have time for team meetings and common planning. * Administrators incorporate scheduled classroom walk-throughs weekly and information is shared with all staff and used to set goals. * Administrators meet with all student organization advisers to 1) confirm their commitment, 2) request organization guidelines/meeting dates/method of communication with students, 3) monitor effectiveness of organization activities. * Administrative meetings take place weekly and are focused on the process of continuous improvement.

Standard 3 - Curriculum, Instruction and Assessment

Std 3 Overview For:	Overall Avg	Std 3 Avg
Union Local High School	46.39%	51.39%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Secure place for student learning	Classroom is student centered and learning focused	Classroom and behavior management effective	Standards-based curriculum in place	Teachers have strong content knowledge and implement all components of effective instruction	Teachers utilize ongoing assessment
100.00%	66.67%	66.67%	33.33%	66.67%	33.33%
66.67%	66.67%	33.33%	33.33%	66.67%	33.33%
83.33%	66.67%	50.00%	33.33%	66.67%	33.33%

Scaffolding, differentiation and intervention are provided(SPL)	A planned variety of instructional methods and strategies	Learning environment encourages collaboration	Instruction is varied and provides opportunities for higher level thinking	Technology is utilized for both teaching and learning	Staff & Admin work collaboratively to ensure ALL student master learning targets
66.67%	66.67%	66.67%	66.67%	0.00%	66.67%
33.33%	33.33%	66.67%	33.33%	33.33%	33.33%
50.00%	50.00%	66.67%	50.00%	16.67%	50.00%

Standard 3 - Proposed Recommendations

* Collaboration time should focus on data and how this impacts groupings for intervention and personalized learning along with strategies on how to increase student engagement and achievement.
* Teachers should use data to identify student's specific needs, providing them with enrichment and support.
* Utilize observations specific to the needs of the school, both general walk-through and co-teaching (where needed).
* Utilize the Co-teaching Core Competency Framework by Murawski and Lochner. Reference Beyond Co-teaching Basics. ASCD 2017.
* Implement vertical teaming in order to allow students to seamlessly transition grade levels and to allow teachers to understand how skills build between grade levels.

Standard 4 - Student Support Services and Family/Community Connections

Std 4 Overview For:	Overall Avg	Std 4 Avg
Union Local High School	46.39%	36.67%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure onging effectiveness

Support programs are active	Students articulate personal/academic/behavior goals	Students/Families understand the supports and services offered	Community is involved and supportive of the school	Multi-tiered systems of support are utilized and understood by all teachers
33.33%	33.33%	33.33%	66.67%	33.33%
33.33%	33.33%	33.33%	33.33%	33.33%
33.33%	33.33%	33.33%	50.00%	33.33%

Standard 4 - Proposed Recommendations

* Provide avenues for students to connect to community opportunities that will provide connections for the students after high school.
* Provide ongoing opportunities to open the school to the community on a regular basis. Consider hosting game night, homework night, movie night, and technology night.
* Explore the Community Schools Model to link services between the school and community.

School Review - Std 4 Recommendations Pg. 6

Standard 5 - Educator Growth and Development

Std 5 Overview For:	Overall Avg	Std 5 Avg
Union Local High School	46.39%	38.89%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure onging effectiveness

PD/PL is embedded	Personalized professional learning is provided and supported	Teachers share strategies and practices	Teachers utilize information from team meetings(PLCs) to develop plans for struggling students	Teachers are comfortable having other teachers visit their classrooms	Horizontal and vertical planning occur regularly
33.33%	66.67%	33.33%	33.33%	66.67%	33.33%
33.33%	33.33%	33.33%	33.33%	33.33%	33.33%
33.33%	50.00%	33.33%	33.33%	50.00%	33.33%

Standard 5 - Proposed Recommendations

* A focused plan for Professional Learning should be supported by Title I or II funding.
* Support and follow-up for Professional Learning should be supported by school administrators and the county designee.
* Collaboration meetings should be productive and purposeful with an agenda developed by the team that includes the following: using data to drive decisions, lesson planning, unit plan development, professional learning opportunities and follow up meeting development.
* Professional Learning opportunities should be provided to help staff utilize technology for instruction and/or content accessibility.
* Administrators should schedule time to conference with teachers and provide constructive feedback using walk-through data.

School Review - Std 5 Recommendations Pg. 7

Standard 6 - Efficient and Effective Management

Std 6 Overview For:	Overall Avg	Std 6 Avg
Union Local High School	46.39%	62.50%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure ongoing effectiveness

Facility is safe and clean	School operates with effective organization and communication structures	Orderly student transitions and hallway monitoring	Bully/harassment programs effective
66.67%	66.67%	100.00%	100.00%
100.00%	66.67%	66.67%	66.67%
83.33%	66.67%	83.33%	83.33%

LSIC collaborates with SLT	Admin has communication structure in place	School website accessible, current and accurate	Student scheduling is proactive and reflects student and staff input
33.33%	66.67%	100.00%	33.33%
0.00%	33.33%	66.67%	33.33%
16.67%	50.00%	83.33%	33.33%

Std 6 - Proposed Recommendations

* Administration should establish transparent school wide communication procedures.
* A procedure should be established for sharing key pieces of information with all teams and committees.
* A weekly memo should be used to communicate with students and staff about upcoming events, scholarships, and other relative information.
* School administrators should clearly establish what their roles are in the school and communicate this information to all stakeholders.
* Establish a protocol and best practice for making school schedule changes. Make this practice clear to all staff and students.
* The budget for the school should be clearly communicated to the entire staff. The principal and School Leadership Team should work together to ensure the appropriate use of funds.

Standard 7 - Continuous Improvement

Std 7 Overview For:	Overall Avg	Std 7 Avg
Union Local High School	46.39%	38.89%

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Operationalizing	Optimizing
0-24%	25%-49%	50%-74%	75%-100%
The school has none or few leading indicators established that aligned with the Standards for High Performing Schools	The school has some key indicators of the Standards for High Performing Schools and the necessary infrastructure in place to implement those Standards	Leading indicators from the Standards for High Performing Schools are clearly embedded, rigorous and intentional	The school implements leading indicators from the Standards of High Performing Schools and they are accelerating progress as the school routinely reviews their data to ensure onging effectiveness

Teachers involved in school goal setting and implementation	Improvement is the shared responsibility	School has assessment/benchmarking systems in place	Multiple data are used in daily functions	SLT evaluates, monitors and adjusts strategic plan	School and SLT utilize school improvement tools
66.67%	66.67%	66.67%	33.33%	33.33%	33.33%
33.33%	33.33%	66.67%	33.33%	0.00%	0.00%
50.00%	50.00%	66.67%	33.33%	16.67%	16.67%

Standard 7 - Proposed Recommendations

* The Strategic Plan should reflect the school mission and goals and address the school-wide focus as determined from various data sources.
* It is recommended that the Strategic Plan be revisited monthly in order to monitor progress.
* Interim assessments, test talks, and a clear system for measuring student progress must be in place, along with celebrations for academic growth.
* Use data to develop an intervention framework to assist struggling students and a means to enrich successful students.
* Ensure the master schedule includes high expectations for student support and learning.

School Review - Std 7 Recommendations Pg. 9

Educational Plan Subcommittee Reports

To provide a thorough review of all grade levels and programs of study, it was determined that subcommittees would be established to review 6 areas of the school district operations. These areas are noted above and staff as well as community members of the CEFP committee participated on the subcommittee review teams. Their charge was to review the district-wide goals established by the ULSD Board of Education and to provide recommendations via the CEFP for addressing these goals. It was also important to understand that the preliminary system-wide goals may need to be expanded as the planning process uncovers additional needs when all data is collected and analyzed. It was critical to blend all these subcommittee reports into one cohesive plan that builds upon programs that are incorporated into lower level education and continues to the upper level education. It is also important that the facilities operations areas support the educational plan and that culture and leadership should provide a solid foundation for learning at all levels. The subcommittee reports follow:

Subcommittee Reports

Culture and Leadership

The subcommittee felt the district and specifically the student body and teachers currently have a very strong work ethic and that this was one of the strongest attributes within the district. The district currently has a cultural blueprint in place. However, the subcommittee felt this blueprint should be reframed and be more internalized in the future. The current beliefs should have specific standards with specific goals and measurable results. The subcommittee felt the idea of "Grit" best represented the current and desired culture for the students and staff. The diagnostics review reinforced this notion and noted that **Empathy, Grit and Communications** were top priorities for the district. The subcommittee felt that with improved communications at all levels including from the top levels down and from the bottom levels up the district would likely have the greatest chance for success and improved student achievement.

Birth - Kindergarten

The Birth - Kindergarten subcommittee has taken a very in-depth look at current programs and how they relate to the district-wide achievement scores. Without an impactful early childhood education program, students are likely to fall behind in later grade levels and become overwhelmed as the district staff attempts to deliver the mandated curriculum for the students in upper grade levels. Students enter school at different levels of experience from birth until they enter the public school programs. The subcommittee recommends addressing this problem as a community effort providing assistance to students approaching kindergarten age. To accomplish this, the subcommittee recommends establishing an outreach program that involves parents and educators partnering to first identify the level of achievement standards students need prior to arriving in preschool programs. With these standards in place, the school district can then provide specific direction for parents to follow with assistance from the school district and other public agencies and community libraries if needed. This would provide parents a blueprint for their child to follow and provide the best opportunity for each child to begin public education on the same level of mastery.

The restructuring and expanding of current programs would include outreach programs/events and parent education opportunities. The Birth to Kindergarten subcommittee recommended restructuring kindergarten jump start programs to reach more students, to focus on improving reading skill development, to expand early childhood programs, to provide an early childhood education facility and to provide transportation to preschool for half day programs. Additionally, daycare centers within the school facilities or supervised outside the traditional school facility should be considered to allow prekindergarten skills to be developed within a structured school environment.

This unique community approach could be the most impactful change the district could deploy in the coming years and could yield the greatest opportunity for student achievement improvements. The subcommittee also recommends creating written protocol that provides specific steps the district will follow for enrolling and accepting students into the early childhood programs. This process can be successful with the support from parents, the school district and other agencies involved.

1st - 5th Grade Education

The 1st - 5th grade subcommittee has also taken a comprehensive yet realistic approach as they reviewed current program successes and recommended changes that would impact the district-wide achievement scores. The fundamental instructional goal of the subcommittee is to infuse Universal Design for Learning (UDL) into classrooms in a systemic and data driven way.

To accomplish this, five objectives should be in place, including:

1. Upgrading 100% of classrooms with 21st Century learning
2. STEM programs implemented at all levels
3. Additional reading intervention should be available for all K-5 students not reading at grade level
4. Establishing an English Language Learner support system
5. Creating an interactive school website for students, parents and staff use

These goals are very achievable and support the goals of the District Board of Education and administrative staff. To accomplish these recommendations, it will require technology upgrades, facility repurposing, wiring and utility upgrades, and additional space for increased remedial programs as well as additional storage and ancillary support space. The 1st - 5th grade subcommittee also recommends teacher and support staff training to implement these programs with continuing education in the future to support new programs and/or new teachers coming into the system in the future. The elementary level changes should develop students for continued programmatic changes at the middle/high school levels.

6th - 12th Grade Education

The 6th - 12th grade subcommittee recommends building on the early childhood education programs and providing career exploration in middle school level programming, specific college preparatory and career tech programming that allows students to prepare for careers after graduation. Student support programs are noted as critical needs by the committee. Additional counseling services, drug addiction/prevention programs, career tech, and career guidance will all be required to support the vision of the District Board of Education, administration, staff and the community.

Specifically, the subcommittee recommends the introduction of project based learning, STEM programs and a revamping of the on-site career and technical programs. It is recommended that the STEM programming begin in 2020 for grades 6 - 9. Also block scheduling will be explored to increase time on task for students. The district is developing curriculum for exploratory education for the near future for the middle school and certification programs for high school students via Project Lead the Way and Career Tech Pathways.

21st Century Schools

The 21st Century Schools subcommittee was charged with the responsibility to provide research and developmental ideas for the other committees to ensure that changes recommended were research based and were going to be effective changes that improved curriculum based on proven teaching strategies. Additionally, it was important to the CEFP committee that each committee's recommendations were well coordinated and provided continuity among all grade levels.

The 21st Century Schools subcommittee also provided a Quality Interaction Playbook that incorporates strategies for program delivery into a single document.

Career Tech Education

The instructional goal of the career tech subcommittee is to maximize the learning and growth opportunity for all students. The career tech education plan for ULSD is considered a vital component of the educational plan. The CEFP committee felt the career tech program should be part of the daily schedule for college prep and career bound students. The CEFP committee invited community and business leaders into the planning process to establish programs of study for real life job opportunities within Belmont County, the region and State of Ohio. Career exploration for middle school will be further developed to provide the opportunity to build and expand on these programs at the high school level.

The Educational Plan Summary

The education plan drives the facilities plan and therefore all facility needs required to implement the educational plan will be incorporated into the **Translating Educational Needs into Facility Needs** chapter of this CEFP. Additionally, capital improvements needed to implement the educational plan will be prioritized as they relate to the schedule to implement the educational planning needs over the ten year planning cycle. Additional operational needs that relate to student programming support, staff health and safety, security and major building component renovations noted in the facility assessment will also be incorporated into the plan.

Many of the above academic improvements noted will not require capital outlay by the school district. Several improvements will require a commitment from the Board of Education to support staff training and continuing education when new program delivery approaches are approved and set in motion. Likewise, the successful implementation of this educational plan will also require a commitment from teachers, parents and students if positive change is to occur over the next ten years.

The likelihood of business and industry changes coming to Belmont County and, particularly, to the ULSD are very high. How the district prepares for these changes may forever change how the school

district is perceived by incoming businesses and residents relocating into the area when and if these business and industry expansions occurs. Even without the anticipated changes, current academic outcomes need to be addressed to provide the current population the opportunity to be successful in the competitive global market all students will be exposed to in the future.

The Educational Plan Summary is composed of four domains:

1. Culture Foundation
2. Staff Development
3. Early Childhood Education
4. Instruction/21st Century Learning

District Culture and Leadership

"Criticizing the culture around you is common. Judging it is easy. Contributing to improvement is much less common. Growing a higher standard is much harder. If you wait for the world to get better, it won't play out well for you. You get better, then make the world better from your position." – Brian Kight, CEO Focus 3

EMBRACE THE CHASE

Data from the district diagnostic completion identified a need for improved school leadership. In addition to this, data from the Union Local School District Leadership Team identified the need for improved behavioral skills, particularly in the area of communication. Finally, subcommittee data from the CEFP committee highlighted again the district need for improved communication, with an emphasis being placed on the district culture blueprint.

Goal: The Union Local School District will set and establish habits that are aligned with the values reflected in the culture blueprint and from teachings based upon the principles of discipline driven decisions and actions found within the contents of Focus 3 and the QI Playbook. The outcome is to better enable staff and students to apply their job/education specific knowledge in a productive manner with improved behavioral skills.

(Build Relationships and Communicate)

Mission Alignment: Ensure students and staff become deeply known by one another

Desired Outcomes 1: Culture Blueprint

- Administrative staff will receive and be trained on the Culture Blueprint.
- Education staff will receive and be trained on the Culture Blueprint.
- Students will receive and be trained on the Culture Blueprint.
- Family and community leaders will receive and be trained on the Culture Blueprint.

Desired Outcomes 2: Focus 3

- Administrative staff will be re-introduced and trained on Focus 3 principles.
- Education staff will be re-introduced and trained on Focus 3 principles.

- Students will be introduced and trained on Focus 3 principles.
- Family and community leaders will be introduced and trained on Focus 3 principles.

Desired Outcomes 3: Quality Interactions

- Administrative staff will be introduced and trained on QI.
- Education staff will be introduced and trained on QI.
- Students will be introduced and trained on QI.
- Family and community leaders will be introduced and trained on QI.

Desired Outcomes 4: GRIT

- Administrative staff will be introduced and trained on GRIT.
- Education staff will be introduced and trained on GRIT
- Students will be introduced and trained on GRIT.
- Family and community leaders will be introduced and trained on GRIT.

Staff Development

How bad do you want to be great at what you do? Are you willing to pay the price to be a great teammate? Everyone wants greatness but very few want to pay the price. To fit into the culture that will be developed within the Union Local School District, you must be will to strive for greatness. You will be supported, developed and pushed to reach your fullest potential.

Data from the district diagnostic completion specified that improved educator growth and continuous improvement was needed for all educators within the Union Local School District. The district leadership team specified that more focused professional learning was needed for staff.

Goal: The Union Local School District will work with staff and students to foster personal growth both behaviorally and job/education embedded, as measured by personal focus plans, job descriptions, career plans, education position/student standards, and employee/student handbooks.

(Pave a Clear Pathway)

Mission Alignment: Ensure students and staff have a clear vision for themselves

Desired Outcomes 1: Personal Focus Plans

- Administrative staff will be trained on Focus Plan Development – annually, quarterly, weekly and daily.
- Education staff will be trained on Focus Plan Development – annually, quarterly, weekly and daily.
- Students will be trained on Focus Plan Development – annually, quarterly, weekly and daily.
- Family and community leaders will be trained on Focus Plan Development –annually, quarterly, weekly and daily.
- All staff and students will select a "Mentor" with whom to review and share their plans.

Desired Outcomes 2: Job Description

- Administrative staff will update and obtain board approval on job descriptions for all staff.
- All education staff will receive and sign a copy of their individual job description yearly.
- Education staff job descriptions will be evaluated yearly and revised as necessary to benefit the students of the Union Local School District.

Desired Outcomes 3: Education Position Standards/Students Content Standards

- Administrative staff will be presented with copies of the standards for which they are expected to operate and fulfill.
- Education staff will be presented by their supervisor the standards for which they are expected to operate within and fulfill.
- Students and families will be given copies of and reviewed with content standards for which they are expected to master.
- Family and community member standards will be developed.
- Family and community member standards will be presented to individuals and their role and expectations within the school district will be identified.

Desired Outcomes 4: Employee Handbook/Student Handbook

- Employee handbooks will be developed and board approved for Union Local School District employees.
- Administrative staff will be trained on the employee handbook.
- Education staff will be trained on the employee handbook.
- All employees will receive district policies that they will be responsible to read.
- Student handbooks will be developed and board approved for all district buildings.
- Students will be provided (digital) copies and trained on handbooks and expectations.

Desired Outcomes 5: TEAM Development

- Administrative staff will be trained on the 17 qualities of a TEAM Player.
- Administrative staff will be trained, utilizing Ohio Leadership Advisory Council Framework, on "Developing Shared Accountability", "The Why, Who, How and What of TEAM".
- Education staff will be trained, utilizing Ohio Leadership Advisory Council Framework, on "Developing Shared Accountability", "The Why, Who, How and What of TEAM".
- Administrative and Education staff will be trained using the OLAC Framework on the "Collaborative Process of TEAMS".
- Administrative and Education staff will be trained using the OLAC Framework on TBT's: What Districts Need to Know.
- Administrative staff will be trained on resource management.
- District Leadership Team will be trained on "Insights into Effective District Leadership TEAMS".
- Administrative staff will complete webinar training on Superintendent and Central Office Leadership, Shared Leadership for Principals, and Shared Leadership for Superintendents.

- Administrative staff, utilizing OLAC Modules and other resources will complete Coaching study.

Desired Outcomes 6: Personal/Professional Growth Plans

- Administrative staff will be trained on goal writing and development for individual growth.
- Education staff will be trained on goal writing and development for individual growth.
- Students will be trained on goal writing and development for individual growth.
- Personal growth plans will be developed by all staff to be included within their annual focus plan.
- Personal growth plans will include necessary professional development, or at minimum, a professional development plan in order for the education staff member to refine and build themselves into a "Great" team member.
- Professional development follow up reports will be presented to the employee's immediate supervisor within a week of the Professional Development Opportunity. The supervisor may ask the employee to share with colleagues. The supervisor will submit a professional development report to the Superintendent and Board of Education.

Early Childhood Education

The emotional, social and physical development of young children has a direct effect on their overall development and on the adult they will become. That is why understanding the need to invest in very young children is so important, so as to maximize their future well-being.

Research consistently identifies the importance of early learning in children. The Union Local School District has made heavy investments in early learning and will continue to expand opportunities for children and families.

Goal: The Union Local School District will develop outreach programs and events, parent education programs, partnerships with local agencies and organizations that assist the district to develop further opportunities for students' ages 0 - 8.

(Become the Best Version of Ourselves)

Mission Alignment: Ensure students and staff are exposed to rigorous instruction and personal learning that is aligned to the appropriate standards.

Desired Outcomes 1: Resource Development

- The PreK-K Team will develop resources available at preschool and KG screening in the spring and during orientation in the fall that inform parents of critical milestones and benchmarks.
- The PreK-K Team will host programs in 6 communities that provide early learning opportunities for families the district otherwise may not service.

- The Union Local School District will expand child find and outreach activities, partnering with local physicians, agencies, and pediatricians for infant and toddler support.

Desired Outcomes 2: KG Readiness and Fundamental Literacy Mastery

- The Union Local School District will restructure Jump Start to reach more students and increase the time needed for supporting students in mastering the prerequisite learning skills.
- The Union Local School District will increase the focus on simple view reading subskills (phonemic awareness), phonics, sight vocabulary, and oral language to create more proficient readers.
- The Union Local School District will improve its intervention assistance process for students in grades PK-3, by providing an intervention coach who provides personalized remediation strategies for staff that support individual student development.
- The Union Local School District will improve its retention policy to assist staff in making retention decisions.

Desired Outcomes 3: Advancing Birth - 1st Grade Service

- The Union Local School District will research education and social emotional strategies and supports, including Adverse Childhood Experience (ACE) that will promote and develop well rounded students.
- The Union Local School District will build an early learning center to provide supports for children birth - 1st grade, housed on the Union Local Main Campus and including a day care center.

Instruction/21st Century Learning

The term "21st Century Skills" is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today's world.

Throughout the education planning process, the need for deeper learning amongst students and staff has been a consistent element. Subcommittee reports and goals highlight the skill set needed for student success.

(Become the Best Version of Ourselves)

Mission Alignment: Ensure students and staff are exposed to rigorous instruction and personal learning that is aligned to the appropriate standards and their personal needs.

Goal: Educators within the Union Local School District will align their individual growth plans and be supported to advance their individual skill level in curriculum, lesson planning, instruction, assessment, project based learning, differentiation, Bloom's Taxonomy and brain development, all leading the Union Local School District obtaining STEM School distinction.

Desired Outcomes 1: Curriculum and Instruction

- Administrative staff will be trained on the foundations, processes, management, and trends of 21st Century education.
- Education staff will be trained on the foundations, process, management, and trends of 21st Century education.
- All education staff will create and utilize a curriculum map in their assigned teaching area. This will be evidenced by an individual binder and building binders housed in the principal's office that contains a copy of each teacher's curriculum map.
- Administrative staff will be trained on lesson planning, the how's, why's and what's. Administrative staff will design a common building or district format that will be included within individual focus plans.
- Education staff will be trained on lesson planning, the how's, why's and what's. Administrative staff will design a common building or district format that will be included within individual focus plans.

Desired Outcomes 2: Assessment and Data Collection

- Administrative staff will receive intense training on formative and summative assessments and data collection.
- Education staff will receive intense training on formative and summative assessments and data collection.
- All education staff will embed formative and summative practices into their teaching and use formative assessment data to drive their instructional practices.
- Administrators will show evidence of formative and summative assessments through classroom observations, walk-throughs, teacher lesson plans, and TBT notes.
- Union Local School District will evaluate its grading policies and practices and establish standards and procedures that align with best practice evaluation.

Desired Outcomes 3: Differentiation (Instruction)

- Administrators and education staff within the Union Local School District will receive professional learning on differentiation, including tailoring instruction to meet individual needs, differentiating content, processes, products and learning environments, assessments, and flexible grouping to make instructional approaches more beneficial to each student.
- Differentiated strategies will be evidenced through administrative walk-throughs/observations, and lesson planning.

Desired Outcomes 4: Bloom's Taxonomy (Instruction)

- Administrative and education staff will receive professional learning on Bloom's Taxonomy.
- Students within the Union Local School District will be exposed to the full pyramid of learning with higher levels embedded into daily instruction (applying, creating, evaluating and analyzing).
- This learning will be evidenced by classroom walk-throughs and lesson plans containing components:

- ❖ Student Engagement – Students becoming actively involved in the learning process, by participating in group project, learning center labs, etc.
- ❖ Student Choice/Authentic Assessments – Students will be provided multiple ways to demonstrate mastery. These choices will include options that align to different learning styles rather than the standard paper and pencil test or worksheet.

Desired Outcomes 5: Project Based Learning (Instruction)

- PBL will be introduced to education staff through professional learning. A group of education staff will attend PBL training in 2019, and will provide practical implementation of PBL during the 2019/2020 school year, sharing information and practices with colleagues.
- This core group of trained PBL staff will train their colleagues on PBL so that ALL staff are trained in PBL. All educators will implement PBL activities within their grade levels and/or subject levels, as evidenced by walk-throughs/observation, lesson planning, and student work.
- Union Local School District will receive STEM Designation from the State of Ohio, as STEM Labs and Makerspaces will be created in all district buildings.