



March 22, 2024

Dear Superintendent Shutler:

Thank you for submitting the Union Local Schools Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:

- The RAP includes a variety of data points and clear analysis of that data.
- The RAP includes data that extends beyond early elementary.
- The plan includes a root cause analysis that focuses on factors that are within the district's control.
- The professional development plan clearly outlines sustained professional development and is focused on literacy achievement.

This plan will benefit from:

- The root cause identified in the RAP focuses on improving leadership across the district, and many of the district's goals utilize strong leadership. Consider adding a professional development opportunity for district leadership or some other way to build their capacity.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Union Local Schools revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success

READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: Union Local School District

DISTRICT IRN: 046011

DISTRICT ADDRESS: 66779 Belmont Morrystown Rd. Belmont, OH 43718

PLAN COMPLETION DATE: December 20, 2023

LEAD WRITERS: Jennifer Wooding

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

"Culturally Responsive Practice" means an approach that recognizes and encompasses students' and educators' lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION*

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Jennifer Wooding	Curriculum and Instruction Coordinator	Union Local School District	jwooding@ulschools.com
Jayne Yonak	Special Education Director	Union Local School District	jyonak@ulschools.com
Zack Powell	Principal 3-5	Union Local Elementary	zpowell@ulschools.com
Nikki Sayre	Kindergarten Teacher	Union Local Elementary	nsayre@ulschools.com

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

Development of the Reading Achievement Plan

The district literacy leadership team's development process for the Reading Achievement Plan was a collaborative effort. Recognizing the time constraints, the district initiated the formation of the team by sending an interest email to all teachers and leaders in the district. Those who responded represented diverse perspectives and expertise and came together under the guidance of the Curriculum and Instruction Coordinator. The team worked collaboratively on a shared document, leveraging the collective knowledge of its members to craft a comprehensive Reading Achievement Plan for the district. This inclusive and voluntary method ensured that the plan reflects the insights and commitment of a broad spectrum of stakeholders within the district.

Monitoring of the Reading Achievement Plan

Monitoring the Reading Achievement Plan is crucial because it allows leaders and teachers to assess the effectiveness of the strategies providing insights into what is working well and what may need adjustment. Ongoing assessment and monitoring is essential for promoting continuous improvement, optimizing student outcomes, and refining literacy initiatives based on real-time evidence and feedback. For these reasons, the plan will be reviewed quarterly during SFA leadership meetings.

Communication of Reading Achievement Plan

Developing a communication plan is critical for ensuring widespread understanding, engagement, and successful implementation. The plan will be presented to the school board allowing key decision-makers to be well-informed and then posted on the district's website, providing easy access for all stakeholders. Additionally, the plan will be shared with the district leadership team to promote alignment with broader educational goals and dissemination to grade level teams to promote an understanding at the instructional level. Furthermore, sharing the plan with our PreK-8 Schoolwide Solutions Teams (Attendance, Parent and Family Engagement, Community Connections, Cooperative Culture, and Intervention) ensures that promises that all are informed of the strategies outlined in the plan. This multifaceted communication strategy aims to create a shared vision, enhance transparency, and secure support for the successful execution of the Reading Achievement Plan.

**Section headings marked with an asterisk are required by state law.*

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS*

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

Alignment between Reading Achievement Plan, Continuous Improvement, and Equity Efforts

The Reading Achievement Plan is closely aligned with and supports the district's continuous improvement efforts and equity goals. Achieving equity and continuous improvement are not just goals in the district, but habits of mind in an ongoing journey. Systemic inequities in access to evidence-based curriculum and instruction have affected marginalized groups in our district. Improving literacy outcomes for students are equity issues. The plan supports the district's Literacy Goal outlined in the One Plan, identified through the One Needs Assessment. To promote continuous improvement the district recognizes the need to establish continuity and consistency of using research-based curriculum, instruction, and assessment PreK-12.

The recent adoption (July 2023) of the Success for All (SFA) curriculum demonstrates the district's commitment to achieving educational equity by targeting efforts to bridge gaps in access, achievement, and opportunities, particularly for historically underserved populations. SFA is a comprehensive schoolwide reform model designed to ensure success in reading for children in high-poverty schools. Aligned with the Science of Reading, SFA emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension through cooperative learning. Using curriculum-based measures, students are grouped into appropriate reading levels. Ongoing assessments and consistent data collection enable flexible grouping, contributing to achievement and equitable opportunities for all students.

SFA also intentionally integrates the Getting Along Together curriculum which supports the social-emotional development of students. SFA supports the diverse needs of students, including those with disabilities, economically disadvantaged students, and at-risk students through data-driven instruction, intervention team support, and small-group tutoring. Cooperative learning and inclusive teaching practices, where the success for all students is everyone's responsibility, creates more equitable classrooms where every student feels seen, heard, and valued.

Distributed leadership is evident in the SFA model through Schoolwide Solutions Teams who work to engage families and the community, and proactively address attendance, intervention, and behavior. Extensive professional development, in-district facilitators, and frequent school visits with SFA coaches support leaders and teachers in effectively applying the elements in the SFA program. In summary, SFA emphasizes research-based practices, and fosters a holistic approach to education beyond the classroom, demonstrating the district's commitment to continuous improvement and achieving educational equity.



(<https://www.successforall.org/our-approach/schoolwide-programs/>)

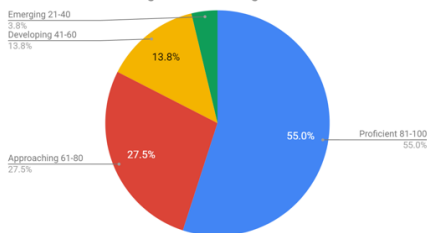
*Section headings marked with an asterisk are required by state law.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL*

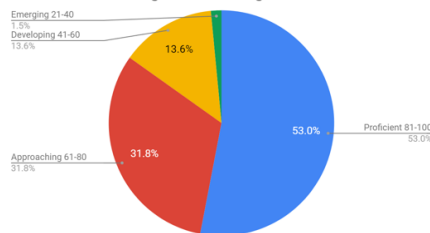
SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

Kindergarten Readiness Assessment: The district recognizes the importance of aligning the ELA curriculum and methodologies between PreK and kindergarten. Establishing consistency between Pre-K and kindergarten is essential for providing a seamless and cohesive educational experience for our youngest learners. Success for All in PreK (Curiosity Corner) and in kindergarten (Kinder Corner) ensures a smooth transition, allowing children to build on the foundational skills and knowledge acquired in Pre-K as they enter kindergarten. A consistent program promotes a sense of familiarity, comfort, and routine, which is crucial for the social and emotional well-being of young students. It also facilitates effective communication between Pre-K and kindergarten teachers, enabling them to collaboratively address individual student needs and maintain a developmentally appropriate curriculum. The data supports the need for this alignment. The following data is based on a 100-point scale and includes literacy, numeracy, and fine motor skills.

2022-23 ULES Kindergarten Screening Score Data

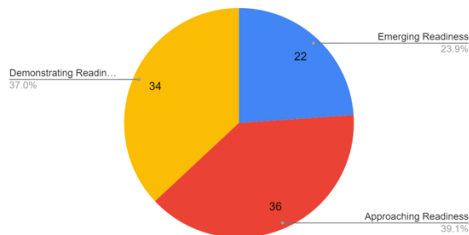


2023-24 ULES Kindergarten Screening Score Data

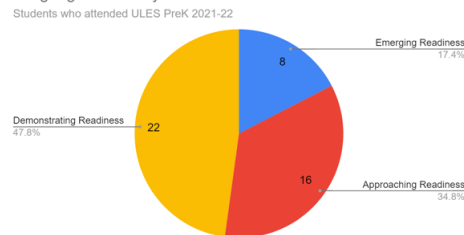


KRA Language & Literacy 2022 data divided it into the 3 score bands: Emerging Readiness: 202-257; Approaching Readiness: 258-269; and Demonstrating Readiness: 270-298. These first pie chart includes all kindergarten while the second includes only the students who attended our PreK program.

Union Local 2022 Kindergarten Readiness Assessment Language & Literacy Score Distribution

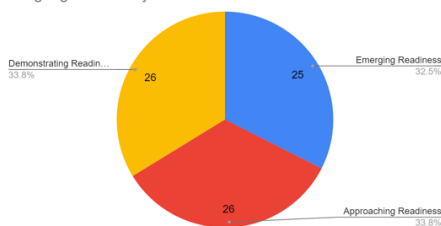


Union Local 2022 Kindergarten Readiness Assessment Language & Literacy Score Distribution

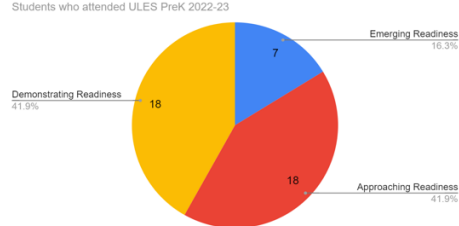


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Union Local 2023 Kindergarten Readiness Assessment Language & Literacy Score Distribution



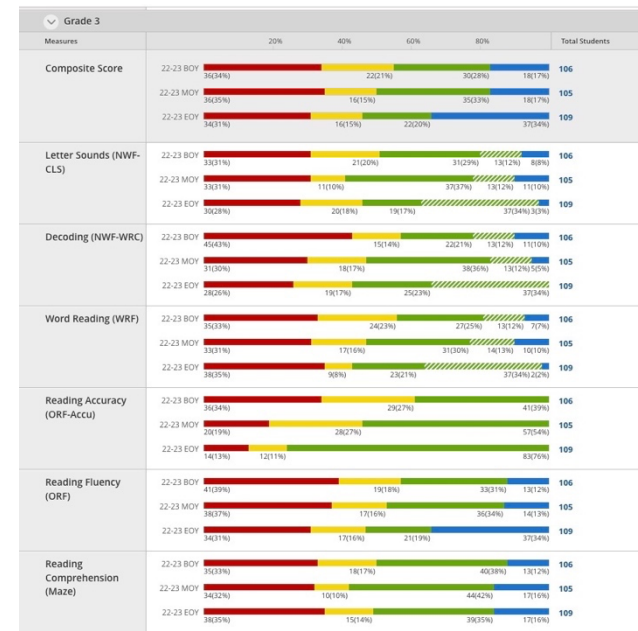
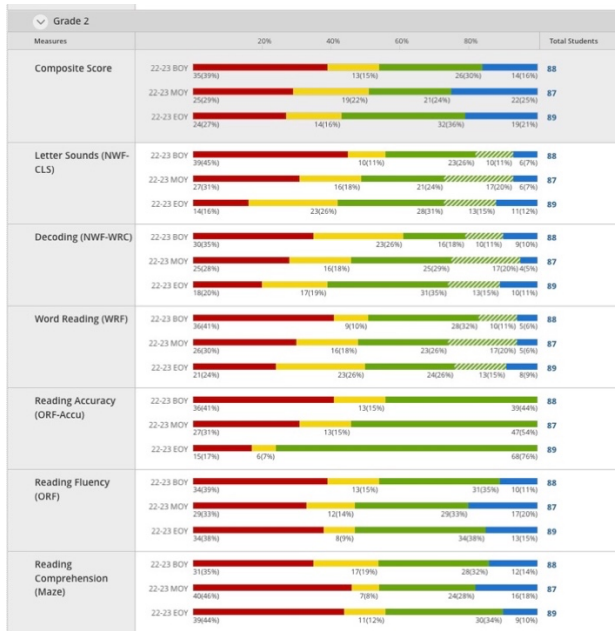
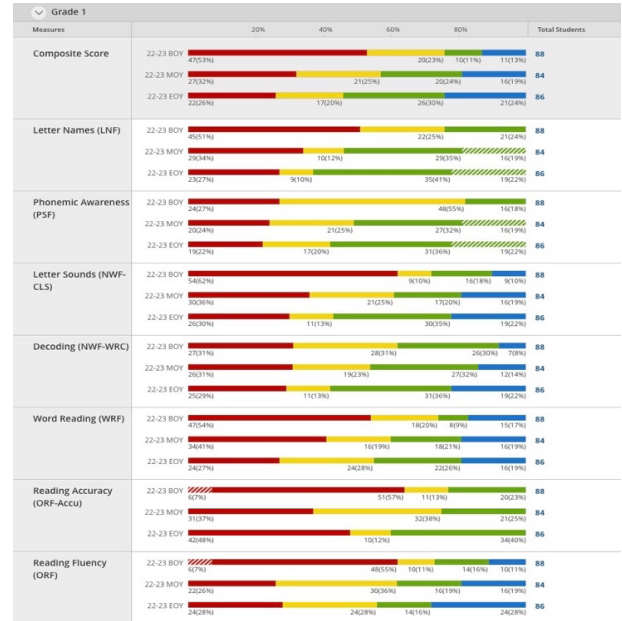
Union Local 2023 Kindergarten Readiness Assessment Language & Literacy Score Distribution



K-3 Reading Diagnostics: The district used iReady for more than 5 years as a universal screener and benchmarks were administered at the beginning, middle, and end of the year. Due to a substantial lack of achievement in literacy another change the district made this year was switched to STAR by Renaissance. As a result, we no longer have access to our iReady data. We did, however, also use

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Amplify mClass in conjunction with iReady and we still maintain that subscription so the data from 2022-2023 is shown below. Amplify mClass was administered as a universal screener at the beginning, middle, and end of the year. Although the data suggests improvements throughout the year, we still struggled to make significant gains. The students scoring below benchmark is substantial. We always had more than 20% of our students in the red for every subtest in grades K-3. These results are consistent with our iReady data over the years. The most concerning scores are in first grade in phonemic awareness and decoding where the foundational skills should be taking place. These problems compound and manifest as even more concerning scores in second and third grade in the areas of word reading fluency, oral reading fluency, and comprehension. This data is consistent with our low performance on OST ELA tests in grades 3-8



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STAR Fall Diagnostic K-3: This data suggests opportunities for growth, but allows us to determine levels/scores that indicate proficiency. Individual reports show which students qualify for RIMPS and what support within or beyond Tier 1 instruction is warranted. The results are troublesome as more than 30% of students in K-3 are scoring Below Benchmark

STAR Fall 2023-Kindergarten

Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
Above Benchmark	At/Above 721	At/Above 50 PR	34	48%
At Benchmark	At/Above 708	At/Above 40 PR	4	6%
Category Total			38	54%
Below Benchmark				
On Watch	Below 708	At/Below 39 PR	15	21%
Intervention	Below 680	At/Below 24 PR	13	18%
Urgent Intervention	Below 642	At/Below 9 PR	5	7%
Category Total			33	46%

STAR Fall 2023-First Grade

Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
Above Benchmark	At/Above 774	At/Above 50 PR	52	60%
At Benchmark	At/Above 759	At/Above 40 PR	4	5%
Category Total			56	65%
Below Benchmark				
On Watch	Below 759	At/Below 39 PR	12	14%
Intervention	Below 737	At/Below 24 PR	12	14%
Urgent Intervention	Below 696	At/Below 9 PR	6	7%
Category Total			30	35%

STAR Fall 2023-Second Grade

Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
Above Benchmark	At/Above 892	At/Above 50 PR	30	37%
At Benchmark	At/Above 873	At/Above 40 PR	4	5%
Category Total			34	42%
Below Benchmark				
On Watch	Below 873	At/Below 39 PR	12	15%
Intervention	Below 840	At/Below 24 PR	8	10%
Urgent Intervention	Below 798	At/Below 9 PR	27	33%
Category Total			47	58%

The information below captures the performance of the district’s third graders on the Fall OST ELA. The data reveals positive gains for this year and continued opportunities for improvement.

Third Grade
Fall OST ELA
2015-2023

2023	2022	2021	2020	2019	2018	2017	2016	2015
91 students	102 students	92 students	N/A	120 students	124 students	100 students	112 students	103 students
43% proficient	28% proficient	28% proficient		46% proficient	40% proficient	31% proficient	40% proficient	24% proficient
Average Scaled Score 686	Average Scaled Score 679	Average Scaled Score 677		Average Scaled Score 695	Average Scaled Score 690	Average Scaled Score 688	Average Scaled Score 679	Average Scaled Score 679
25 limited 27 basic 23 proficient 13 accelerated 3 advanced	44 limited 29 basic 15 proficient 6 accelerated 8 advanced	41 limited 25 basic 15 proficient 8 accelerated 3 advanced		33 limited 32 basic 22 proficient 23 accelerated 10 advanced	35 limited 39 basic 25 proficient 18 accelerated 7 advanced	28 limited 41 basic 13 proficient 12 accelerated 6 advanced	52 limited 15 basic 30 proficient 9 accelerated 6 advanced	39 limited 39 basic 17 proficient 6 accelerated 2 advanced

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The information below captures the performance on Early Literacy Component from the district's state report card. The data reveals opportunities for continuous improvement.

Early Literacy Component
Ohio's Plan to Raise Literacy Achievement provides a proactive approach to reading supports beginning in kindergarten. The Early Literacy Component examines the effectiveness of the reading and literacy supports provided to children in kindergarten through third grade. It is composed of three unrated measures that contribute to the overall rating.

	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Improving K-3 Literacy	28.5%	24.7%	N/A	N/A	C 39.8%	C 51.4%	C 44.0%	F 19.5%	N/A	N/A

OST ELA 3-8: Except for 7th grade and ELA II, the district fell below the state average for the average scaled scores and the percent proficient.

3rd grade 2023

	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
State	121980	716	Percent: 22% 16% 15% 19% 27% Count: 27.3K 19.7K 23.3K 33.4K	61%
District	108	699	Percent: 21% 34% 15% 19% 10% Count: 23 37 16 21 11	44%
Union Local ES	108	699	Percent: 21% 34% 15% 19% 10% Count: 23 37 16 21 11	44%

4th grade 2023

	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
State	122858	710	Percent: 24% 17% 19% 20% 20% Count: 29.3K 20.8K 23.4K 24.6K 24.8K	59%
District	91	704	Percent: 25% 19% 24% 19% 13% Count: 23 17 22 17 12	56%
Union Local ES	91	704	Percent: 25% 19% 24% 19% 13% Count: 23 17 22 17 12	56%

5th grade 2023

	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State	122186		719	Percent: 15% 17% 19% 22% 28% Count: 18.9K 25.8K 26.3K 33.8K	68%
District	90		713	Percent: 12% 22% 22% 28% 16% Count: 11 20 20 25 14	66%
School	89		713	Percent: 12% 21% 22% 28% 16% Count: 11 19 20 25 14	66%

6th grade ELA

	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
State	123293	704	Percent: 22% 23% 19% 20% 16% Count: 27.3K 27.9K 23.8K 24.8K 19.6K	55%
District	116	699	Percent: 22% 21% 21% 18% 9% Count: 25 36 24 21 10	47%
Union Local MS	116	699	Percent: 22% 21% 21% 18% 9% Count: 25 36 24 21 10	47%

7th grade ELA

	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
State	124035	713	Percent: 16% 19% 21% 21% 23% Count: 20.1K 23.3K 26K 25.7K 28.9K	65%
District	121	715	Percent: 12% 17% 27% 26% 19% Count: 14 20 33 31 23	72%
Union Local MS	121	715	Percent: 12% 17% 27% 26% 19% Count: 14 20 33 31 23	72%

8th grade ELA

	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State	127174		704	Percent: 25% 17% 28% 17% 12% Count: 31.7K 22.2K 35.9K 21.8K 5.5K	58%
District	106		703	Percent: 18% 29% 25% 23% 6% Count: 19 31 26 24 6	53%
School	96		706	Percent: 13% 31% 27% 23% 6% Count: 12 30 26 22 6	56%

ELA II

	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
State	142218	704	Percent: 24% 20% 30% 15% 11% Count: 33.6K 28.5K 42.5K 21.8K 5.8K	56%
District	121	705	Percent: 21% 12% 42% 16% 8% Count: 26 14 52 19 10	67%
Union Local HS	121	705	Percent: 21% 12% 42% 16% 8% Count: 26 14 52 19 10	67%

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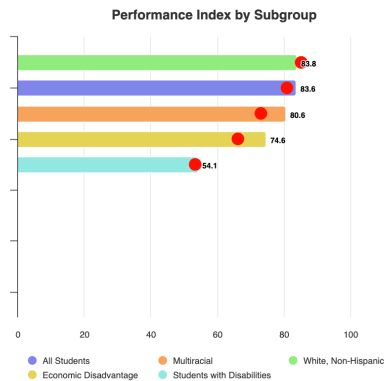
An examination of the data over the years reveals a decline in the percent proficient in most grades except for 5th, 7th, 8th, and ELA II who showed an increase in the number of percent proficient compared to last year.

**UNION LOCAL SCHOOL DISTRICT
2022-2023 Report Card Data**

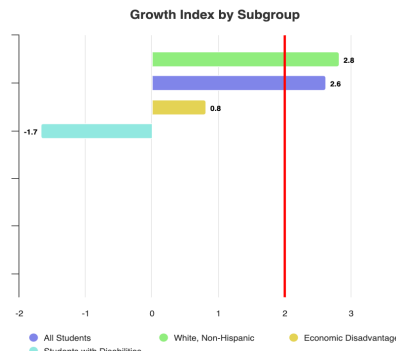
Grade	Subject	SY 17-18 UL %proficient	SY 18-19 % proficient	SY 20-21 UL %proficient COVID	SY 21-22 UL % Proficient	SY 22-23 UL % Proficient	SY 22-23 ODE's State Average
3RD	ELA	76.7	71%	44%	44%	44%	61%
4TH	ELA	70%	64%	53%	63%	56%	59%
5TH	ELA	80.8	66%	69%	62%	66%	68%
6TH	ELA	71%	60%	55%	51%	47%	55%
7TH	ELA	75%	83%	63%	65%	72%	65%
8TH	ELA	55.1%	54%	65%	53%	56%	58%
9TH	ENGLISH I	-76.7	66%	13% (retakes)	NA	NA	NA
10TH	ENGLISH II	64.5	60%	64%	63%	67%	56%

OST ELA 3-8 Subgroups: The Performance Index by Subgroup data suggests that our largest group of students, White, Non-Hispanic and our Students with Disabilities are falling short of the expected achievement, while our Multiracial and Economically Disadvantaged Students are making significant achievement. On the other hand, our Economically Disadvantaged Students and Students with Disabilities are not showing the desired amount of growth in ELA that is expected. The Gifted Performance Index was 113.235 a 93.9% Performance Index Percentage indicating the district did not meet the expected outcomes for students identified as gifted.

English Language Arts Achievement



English Language Arts Growth



OELPA: It is difficult to see trends in this data as the sample size is one. However, it is essential to the district to ensure the continued success of literacy achievement in our students who take the OELPA.

The results from 2023 indicate that the average scaled score was 703 points higher than the state and the percent proficient 0% was 8% lower than the state. The results from 2022 indicate that the average scaled score was 207 points higher than the state and the percent proficient 0% was 6% lower than the state.

Average Score and Performance Distribution for **Grade 11 OELPA** (Spring 2023 (OELPA)), by School and Reporting Category: Union L 2022-2023

School	Student Count	Average Overall Scale Score	Average Comprehension Scale Score	Performance Distribution	Percent Determined Proficient
State	3256	5470	5452	Percent: 21% 71% 8% Count: 685 2.3K 235	8%
District	1	6173	6046	Percent: 100% Count: 1	0%
Union Local HS	1	6173	6046	Percent: 100% Count: 1	0%

Average Score and Performance Distribution for **Grade 10 OELPA** (Spring 2022 (OELPA)), by School and Reporting Category: Union 2021-2022

School	Student Count	Average Overall Scale Score	Average Comprehension Scale Score	Performance Distribution	Percent Determined Proficient
State	3449	5422	5416	Percent: 24% 70% 6% Count: 835 2.4K 214	6%
District	1	5629	5618	Percent: 100% Count: 1	0%
Union Local HS	1	5629	5618	Percent: 100% Count: 1	0%

***Section headings marked with an asterisk are required by state law.**

Alternate Assessment for Students with Significant Cognitive Disabilities: It is difficult to see trends in this data as the sample size is small. However, it is essential to the district to ensure the continued success of literacy achievement in our students with significant cognitive disabilities.

The HS ELA results from 2022-2023 indicate that the average scaled score was 22 points lower than the state and the percent proficient 0% which is 24% lower than the state. The Grade 8 ELA results indicate that the average scaled score was 128 points lower than the state and the percent proficient 0% which is 25% lower than the state. The Grade 6 ELA results indicate that the average scaled score was 99 points higher than the state and the percent proficient 100% which is 74% higher than the state. The Grade 4 ELA results indicate that the average scaled score was 13 points higher than the state and the percent proficient 0% which is 32% lower than the state. The Grade 3 ELA results indicate that the average scaled score was 61 points higher than the state and the percent proficient 50% which is 16% higher than the state.

The HS ELA results from 2021-2022 indicate that the average scaled score was 22 points lower than the state and the percent proficient 0% which is 31% lower than the state. The Grade 8 ELA results indicate that the average scaled score was 17 points lower than the state and the percent proficient 0% which is 27% lower than the state. The Grade 7 ELA results indicate that the average scaled score was 197 points lower than the state and the percent proficient 0% which is 39% lower than the state. The Grade 5 ELA results indicate that the average scaled score was 60 points higher than the state and the percent proficient 100% which is 70% higher than the state. The Grade 3 ELA results indicate that the average scaled score was 4 points lower than the state and the percent proficient 0% which is 38% lower than the state.

Average Score and Performance Distribution, by Assessment: Union Local SD, 2022-2023

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
HS English Language Arts	AASCD	10	2022-2023 (AASCD)	2	447	Percent Count: 100% 1 0	04/13/2023
Grade 4 English Language Arts	AASCD	4	2022-2023 (AASCD)	2	488	Percent Count: 50% 50% 1 1	03/24/2023
Grade 3 English Language Arts	AASCD	3	2022-2023 (AASCD)	2	528	Percent Count: 50% 50% 1 1	03/22/2023
Grade 8 English Language Arts	AASCD	8	2022-2023 (AASCD)	2	316	Percent Count: 50% 50% 1 1	03/08/2023
Grade 6 English Language Arts	AASCD	6	2022-2023 (AASCD)	1	527	Percent Count: 100% 1	03/02/2023

Average Score and Performance Distribution, by Assessment: Union Local SD, 2021-2022

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 7 English Language Arts	AASCD	7	2021-2022 (AASCD)	1	285	Percent Count: 100% 1	03/25/2022
HS English Language Arts	AASCD	10	2021-2022 (AASCD)	2	454	Percent Count: 100% 2	03/24/2022
Grade 8 English Language Arts	AASCD	8	2021-2022 (AASCD)	1	438	Percent Count: 100% 1	03/21/2022
Grade 3 English Language Arts	AASCD	3	2021-2022 (AASCD)	2	470	Percent Count: 100% 2	03/08/2022
Grade 5 English Language Arts	AASCD	5	2021-2022 (AASCD)	1	526	Percent Count: 100% 1	03/04/2022

Benchmark Assessments: The 2023-2024 school year is the first year the district has used Benchmark Assessments. Although we do not have 100% completion yet, the practice of using the Benchmark Assessments seems promising. The results suggest we are trending in a positive direction, and we plan to analyze the data before the end of the 2nd 9 weeks. Our takeaways will be used to make instructional decisions.

Sixth Grade ELA Benchmark-64/92, 69% of students completed the Benchmark as of 12/15/23. The results indicate that the average scaled score is 10 points lower than the state and the percent proficient 20% is 7% lower than the state.

State	1597	670	Percent Count: 53% 20% 13% 9% 6% 845 322 201 141 88	27%
District	64	660	Percent Count: 64% 16% 13% 3% 5% 41 10 8 2 3	20%
Union Local MS	64	660	Percent Count: 64% 16% 13% 3% 5% 41 10 8 2 3	20%

Seventh Grade ELA Benchmark-66/112, 59% of students completed the Benchmark as of 12/15/23. The results indicate that the average scaled score is 7 points lower than the state and the percent proficient 26% is 9% lower than the state.

State	13693	682	Percent Count: 40% 25% 19% 10% 6% 5.5K 3.4K 2.6K 1.4K 790	35%
District	66	675	Percent Count: 52% 23% 11% 11% 5% 34 15 7 7 3	26%
Union Local MS	66	675	Percent Count: 52% 23% 11% 11% 5% 34 15 7 7 3	26%

Eighth Grade ELA Benchmark-74/112, 66% of students completed the Benchmark as of 12/15/23. The results indicate that the average scaled score is 18 points higher than the state and the percent proficient 47% is 23% higher than the state.

***Section headings marked with an asterisk are required by state law.**

State	1666	673		24%
District	74	691		47%
Union Local MS	74	691		47%

ELA II Benchmark- 80 students completed the Benchmark as of 12/15/23. The results indicate that the average scaled score is 1 point higher than the state and the percent proficient 18% is 1% higher than the state.

State	1833	673		17%
District	80	674		18%
Union Local HS	80	674		18%

Conclusion: The district has been consistently underperforming and students are not achieving at expected literacy levels. The district received a performance rating of less than three stars on the Early Literacy measure and 51 percent or less of students scored proficient or higher on Ohio’s State Test for grade 3 English language arts. The data supports this and the need to develop a comprehensive Reading Achievement Plan

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

Internal Factors

Understanding and addressing the internal factors that may have contributed to low reading achievement requires a comprehensive and systematic approach. The following internal factors have been identified.

1. **Cultural Factors:** The culture within a school district can influence attitudes toward literacy and learning. A negative or unsupportive culture may contribute to disengagement and lack of motivation among teachers and students, impacting their reading achievement.
2. **Instructional leadership and Coaching:** Without effective leadership and support inconsistent teaching practices may cause teachers to struggle to implement evidence-based strategies therefore impacting reading achievement.
3. **Curriculum, Instruction, and Assessment:** An absence of evidence-based curriculum aligned with the Science of Reading can hinder students’ foundational literacy skills. Without a systematic approach that incorporates phonemic awareness, phonics, fluency, vocabulary, and comprehension, students may struggle to develop robust reading abilities. The absence of research-supported instructional strategies such as explicit instruction, cooperative learning, and formative assessment results in low student engagement which impedes reading achievement. Inconsistencies in assessment practices and data collection leads to gaps in understanding student progress. Without accurate and timely data, educators struggle to identify successful or struggling students, implement targeted enrichment or interventions, and adjust instructional strategies.
4. **Intervention:** Inadequate or poorly implemented intervention systems and strategies fail to address the diverse needs of struggling readers. Without effective intervention, students may continue to fall behind, leading to persistent low reading achievement.
5. **Professional Development:** One-size-fits-all professional development that lacks relevance, alignment with best practices, or ongoing support can hinder teachers’ ability to deliver effective instruction. Inadequate training may result in a limited understanding of evidence-based teaching methods and implementation of research-backed strategies.

External Factors

Understanding and addressing the external factors that may have contributed to low reading achievement is essential for identifying and implementing appropriate strategies to improve reading achievement. The following external factors have been identified.

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1. Socioeconomic Status: Students from economically disadvantaged backgrounds may face challenges the district is not prepared to address such as limited access to books at home, technology-including computers and the internet, housing and economic instability, or increased trauma/stressors can impact students' reading achievement.
2. Parental Involvement: The degree of parental involvement in a child's education, including support for reading activities at home, can significantly impact reading achievement. Chronic absenteeism and tardiness significantly affect reading achievement.
3. Community Support and Involvement: The level of community support, engagement, and resources available to the school district can influence reading achievement. Limited community involvement may result in fewer opportunities for literacy enrichment outside the classroom. Additionally, the availability of libraries, community reading programs, and literacy resources outside the school environment can impact students' exposure to reading materials and opportunities for practice.
4. Health and Well-being: COVID-19 has interrupted educational processes and systems. Students' overall health, including nutrition, physical health, and mental well-being, can affect their ability to focus on learning to read and comprehend text.
5. Policy and Funding Support: Sufficient funding and supportive educational policies at the district, state, and federal levels are crucial for providing adequate resources, professional development, and effective programs that promote reading achievement.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

Root Cause Analysis of Low Reading Achievement: The Five Whys Why?

1. Inconsistent use of high-quality curriculum and evidence based instructional practices within and across grade levels

Why?

2. Absence of classroom visitation system and instructional coaching

Why?

3. Misconceptions and misunderstandings of instructional priorities

Why?

4. Absence of leadership in Curriculum, Instruction, and Assessment

Why?

5. Lack of Districtwide Reading Achievement Plan

Summary of the Root Cause Analysis

The lack of a Districtwide Reading Achievement Plan contributes to low achievement in reading across the district. Establishing a comprehensive district-wide Reading Achievement Plan requires strong leadership, clear instructional priorities, and an understanding of the importance of using a consistent research-based curriculum and high-yield instructional practices. Addressing this issue involves introducing effective leadership to address the need for guidance and oversight. Strong leaders can implement strategies to ensure clear instructional priorities and promote consistency in curriculum and instructional practices. Misconceptions and misunderstandings of instructional priorities can be clarified by providing clear communication, feedback, and support for educators with strong literacy leadership and through a structured system for classroom observations and coaching. Establishing a classroom visitation system and providing instructional coaching enable opportunities for regular feedback and job-embedded professional development. These systems create the conditions to address the challenges of inconsistent use of curriculum and instructional practices. Implementing a structured system for coaching, clear communication, and strong leadership fosters a consistent approach to curriculum and instructional practices. This helps ensure a shared foundation among educators and promotes high-quality, evidence-based teaching methods. By addressing these root causes, the district can build a foundation for comprehensive improvement in reading achievement.

**Section headings marked with an asterisk are required by state law.*

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

The value of goals is not whether we achieve them, but instead the value is the inherent potential of the goal as a motivator towards meaningful action. Five goals have been identified to drive action towards improving literacy achievement in our students.

Goal 1 Leadership-By the end of the 2025-2026 school year, the district will establish and implement a classroom visitation system and coaching delivery model for PreK-12 ELA teachers to enhance literacy instruction, ensuring inclusivity and equity. The initiative will involve the integration of Success for All's GREATER coaching model to ensure curriculum and instruction are consistently implemented. 100% of building principals and curriculum and instruction coordinators will be trained on the model and progress will be measurable through setting targets and reflecting on data. The initiative aims to demonstrate a 100% improvement where all respective leaders are consistently visiting ELA classrooms. This goal aligns with the commitment to fostering inclusivity and equity in education as the district holds the same expectation ensuring that all reported subgroups in the district i.e. gifted, economically disadvantaged, and students with disabilities have access to the same high level of teaching and learning.

Goal 2 Curriculum-By the end of the 2023-2024 school year, the district will establish and implement a comprehensive PreK-12 initiative to enhance literacy instruction, ensuring inclusivity and equity. The initiative will involve a thorough review, selection, and implementation of a research-based curriculum aligned with best practices. The Success for All curriculum will be consistently implemented in PreK-8 and the McGraw Hill Study Sync curriculum will be consistently implemented in 9-12. 100% of PreK-12 ELA educators will be trained on the selected curriculum and provided with resources for effective classroom implementation. Progress will be measurable through consistent monitoring of the curriculum's use through classroom visits and standards mapping. Using data from the 2022-2023 school year, the initiative aims to demonstrate a 5% improvement each year in the % of students working at grade level in grades PreK-2 and % of students scoring proficient or higher in grades 3-8 and ELA II. This goal aligns with the commitment to fostering inclusivity and equity in education as the district holds the same expectation of a 5% increase each year in all reported subgroups in the district i.e. gifted, economically disadvantaged, and students with disabilities.

Goal 3 Instruction-By the end of the 2025-2026 school year, the district will establish and implement consistent expectations for using high-yield instructional strategies in PreK-12 ELA classrooms, ensuring inclusivity and equity. The initiative will involve a focus on cooperative learning and 100% of PreK-12 ELA educators will be trained on the methodology and provided with resources for effective classroom implementation. Progress will be measurable through consistent monitoring of implementation through classroom. The initiative aims to improve student engagement to see an overall increase of the use of cooperative learning in 100% of ELA classrooms. The goal aligns with the commitment to fostering inclusivity and equity in education as the district holding the same expectation for teaching students using this methodology in all reported subgroups in the district i.e. gifted, economically disadvantaged, and students with disabilities.

Goal 4 Assessment- By the end of the 2025-2026 school year, the district will establish and implement a comprehensive PreK-12 initiative to enhance literacy instruction, ensuring inclusivity and equity. The initiative will involve the integration of using standards-based assessments through: quarterly assessments, universal screeners, and readiness assessments including benchmarks and checkpoints in ELA classrooms in grades K-12 assessments. 100% of K-12 ELA educators will be trained to use the appropriate assessments for their grade and provided with resources for effective classroom implementation and data analysis. Progress will be measurable through consistent monitoring of the use standards-based assessment through data analysis tools. Using data from the 2022-2023 school year, the initiative aims to demonstrate a 5% improvement each year in the % of students working at grade level in grades K-2 and % of students scoring proficient or higher in grades 3-8 and ELA II. This goal aligns with the commitment to fostering inclusivity and equity in education as the district holds the same expectation of a 5% increase each year in all reported subgroups in the district i.e. gifted, economically disadvantaged, and students with disabilities.

Goal 5 Multi-Tiered Systems of Support- By the end of the 2025-2026 school year, the district will establish and implement a K-8 schoolwide intervention and tutoring system to meet the needs of students who qualify for RIMPS and/or who are performing below grade level expectations. The initiative will involve a focus on leveraging Success for All's intervention model and tutoring programs-

**Section headings marked with an asterisk are required by state law.*

Lightning Squad and Theme Reads. 100% of K-8 ELA educators will understand the intervention model and 100% of tutors will be trained to implement the tutoring programs. The initiative aims to improve literacy outcomes in Tier 1. The goal aligns with the commitment to fostering inclusivity and equity in education as the district believes it's paramount that students in all reported subgroups in the district i.e. gifted, economically disadvantaged, and students with disabilities achieve at high rates.

SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS*

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

Goal # 1-Leadership Action Map

Goal Statement: By the conclusion of the 2025-2026 school year, the district will implement a PreK-12 ELA classroom visitation and coaching system, incorporating Success for All's GREATER coaching model. 100% of building principals and curriculum coordinators will be trained to ensure consistent curriculum and instructional implementation. Progress will be measured through target setting and data reflection, aiming for a 100% improvement in consistent ELA classroom visits by respective leaders. The goal aligns with the district's commitment to inclusivity and equity, ensuring uniform access to high-quality teaching and learning for all subgroups.

Evidence-Based Strategy or Strategies: Success for All's GREATER coaching model, leadership training, classroom visitation system, data-driven reflection, uniform access to high-quality teaching and learning

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p>All leaders receive training, materials, and digital access.</p> <p>Success for All Facilitator is named and Component meetings are established.</p> <p>Schoolwide Solutions Coordinator is named and understand responsibilities and respective teams are established including Parent/Family Engagement, Attendance, Community Relations, Cooperative Culture</p> <p>Schedules and calendars are created to improve communication and accommodate a ninety-minute (elementary) or sixty-minute (secondary) uninterrupted reading block and</p>	Classroom visitation system is in place	GREATER coaching model is in place
Timeline	2023-2024	2024-2025	2024-2026
Lead Person(s)	<p>Curriculum and Instruction Coordinator</p> <p>Building Principals</p> <p>SFA Coaches</p>	<p>Curriculum and Instruction Coordinator</p> <p>Building Principals</p> <p>SFA Coaches</p>	<p>Curriculum and Instruction Coordinator</p> <p>Building Principals</p> <p>SFA Coaches</p>
Resources Needed	<p>SFA Snapshot</p> <p>Schedules, calendars</p>	<p>Meeting Agendas and Notes</p> <p>SFA Snapshot</p>	<p>Meeting Agendas and Notes</p> <p>SFA Snapshot and GREATER Coaching Model</p>

*Section headings marked with an asterisk are required by state law.

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	See Section 7 Part C Professional Development Plan Component Meetings Biweekly Schoolwide Solution Team Meetings Monthly Schoolwide Solution Team Quarterly Meetings	See Section 7 Part C Professional Development Plan SFA Leadership Meetings SFA Coaching	See Section 7 Part C Professional Development Plan SFA Leadership Meetings SFA Coaching
Measure of Success SFA ratings for objectives in Schoolwide Structures S = start-up expectations met. IP = In place rating	“Start-up expectations met” rating on SFA Snapshot	“Start-up expectations met” rating on SFA Snapshot	“Start-up expectations met” rating on SFA Snapshot Schoolwide plan for coaching using the GREATER coaching model. Teachers are aware of their learning and performance goals which are set are related to the school goals, instructional component team targets, and implementation focus. Celebration is prioritized and part of the coaching process.
Description of Funding	General Fund	General Fund	General Fund
Check-in/Review Date	2023	Biweekly meeting Reflections using SFA Snapshot with SFA Coaches	Biweekly meeting Reflections using SFA Snapshot with SFA Coaches

Goal # 2-Curriculum Action Map

Goal Statement: By the end of the 2023-2024 school year, the district will implement a PreK-12 literacy initiative for inclusivity and equity. This involves adopting the Success for All curriculum in PreK-8 and McGraw Hill Study Sync in 9-12. 100% of PreK-12 ELA educators will be trained and equipped for effective implementation. Progress will be measured by consistent classroom visits and standards mapping. Utilizing 2022-2023 data, the goal is a 5% improvement each year in PreK-2 students working at grade level and 3-8 students scoring proficient or higher in ELA II. This aligns with our commitment to an expectation of a 5% increase in all reported subgroups, ensuring inclusivity and equity.

Evidence-Based Strategies: implementing a research-based curriculum, providing professional development, ensuring consistent implementation, frequent monitoring and assessment, setting measurable targets, using data to make decisions, prioritizing equity

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	PreK-12 ELA teachers will develop curriculum maps to ensure curriculum and assessments are aligned to Ohio Learning Standards.	PreK-12 ELA instructional component teams meet monthly to address curricular needs and connect teachers to online and print resources for program support.	PreK-12 ELA teachers are prepared and familiar with all lesson materials and media resources are used to support instruction.	PreK-12 students are comfortable and familiar with the flow and sequence of ELA lessons and can easily access the materials they need for each part of the lesson i.e. team folders, role cards, rubrics, goal sheet, targeted treasure hunts, journals
Timeline	2023-2024 Develop 2024-2025 Review and Revise	2023-2024 Establish Meeting Schedule, Norms, Routines	SFA priorities for implementation labeled as: 1=mechanical, 2=routine 3=refined	SFA priorities for implementation labeled as: 1=mechanical, 2=routine 3=refined

***Section headings marked with an asterisk are required by state law.**

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
	2025-2026 Review and Revise	2024-2025 Share resources and student work 2025-2026 Review and Revise based on needs	2023-2024 1=mechanical 2024-2025 2=routine 2025-2026 3=refined	2023-2024 1=mechanical 2024-2025 2=routine 2025-2026 3=refined
Lead Person(s)	Curriculum and Instruction Coordinator Building Principals	Curriculum and Instruction Coordinator Building Principals SFA Coaches	Curriculum and Instruction Coordinator Building Principals SFA Coaches	ELA Teachers Curriculum and Instruction Coordinator SFA Coaches
Resources Needed	Curriculum Map Template Ohio Learning Standards SFA/McGraw Hill Scope and Sequence and alignment to Ohio Learning Standards	Meeting Agendas and Notes SFA/McGraw Hill Online Resources	SFA/McGraw Hill Online Resources	SFA/McGraw Hill Online Resources
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	See Section 7 Part C Professional Development Plan Classroom visits Component Meetings	See Section 7 Part C Professional Development Plan PLC structures SFA Coaching	See Section 7 Part C Professional Development Plan Component Meetings SFA Coaching	See Section 7 Part C Professional Development Plan Component Meetings SFA Coaching
Measure of Success SFA uses the following: P = Power schoolwide, Objective is verified for 95% of teachers M = Mastery, Objective is verified for 80% of teachers. S = Significant use, Objective is verified for 40% of teachers L = Learning, Staff members are working toward verification of this objective.	100% of PreK-12 ELA teachers complete a curriculum map	“Start-up expectations met” rating on SFA Snapshot	P = Power schoolwide – Objective is verified for 95% of teachers Rating on SFA Snapshot	P = Power schoolwide – Objective is verified for 95% of teachers Rating on SFA Snapshot
Description of Funding	General Fund	General Fund	General Fund	General Fund
Check-in/Review Date	Ongoing Expected completion 5/2024	Biweekly meeting Reflections using SFA Snapshot with SFA Coaches	Biweekly meeting Reflections using SFA Snapshot with SFA Coaches	Biweekly meeting Reflections using SFA Snapshot with SFA Coaches

Goal # 3-Instruction Action Map

Goal Statement: By the conclusion of the 2025-2026 school year, the district will implement consistent expectations for utilizing high-yield instructional strategies, with a focus on cooperative learning in PreK-12 ELA classrooms. 100% of PreK-12 ELA educators will be trained and provided resources for effective implementation of various strategies. Progress will be measured through ongoing monitoring of cooperative learning implementation in classrooms, aiming for a 100% increase in its use. The goal aligns with the commitment to inclusivity and equity, expecting the same methodology to be applied consistently across all reported subgroups, including gifted, economically disadvantaged, and students with disabilities.

Evidence-Based Strategy or Strategies: cooperative learning, goal-setting, professional development, progress monitoring, targets set, equity-focused implementation

**Section headings marked with an asterisk are required by state law.*

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	PreK-12 ELA teachers use active instruction that is engaging, relevant, and appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective	PreK-12 ELA teachers use cooperative learning strategies including teams, goal setting, Think-Pair-Share, whole-group response, and Random Reporter	PreK-12 ELA teachers facilitate partner and team discussion by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress.	PreK-12 ELA teachers conduct class discussions in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. Teachers use team scores to help students set goals for improvement
Timeline	SFA priorities for implementation labeled as: 1=mechanical, 2=routine 3=refined 2023-2024 1=mechanical 2024-2025 2=routine 2025-2026 3=refined	SFA priorities for implementation labeled as: 1=mechanical, 2=routine 3=refined 2023-2024 1=mechanical 2024-2025 2=routine 2025-2026 3=refined	SFA priorities for implementation labeled as: 1=mechanical, 2=routine 3=refined 2023-2024 1=mechanical 2024-2025 2=routine 2025-2026 3=refined	SFA priorities for implementation labeled as: 1=mechanical, 2=routine 3=refined 2023-2024 1=mechanical 2024-2025 2=routine 2025-2026 3=refined
Lead Person(s)	ELA Teachers Curriculum and Instruction Coordinator SFA Coaches	ELA Teachers Curriculum and Instruction Coordinator SFA Coaches	ELA Teachers Curriculum and Instruction Coordinator SFA Coaches	ELA Teachers Curriculum and Instruction Coordinator SFA Coaches
Resources Needed	SFA Guides PD Resources Videos	SFA Guides PD Resources Videos	SFA Guides PD Resources Videos	SFA Guides PD Resources Videos
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	See Section 7 Part C Professional Development Plan Classroom visits Component Meetings SFA Coaching	See Section 7 Part C Professional Development Plan Classroom visits Component Meetings SFA Coaching	See Section 7 Part C Professional Development Plan Classroom visits Component Meetings SFA Coaching	See Section 7 Part C Professional Development Plan Classroom visits Component Meetings SFA Coaching
Measure of Success SFA uses the following: P = Power schoolwide, Objective is verified for 95% of teachers M = Mastery, Objective is verified for 80% of teachers. S = Significant use, Objective is verified for 40% of teachers L = Learning, Staff members are working toward verification of this objective.	P = Power schoolwide – Objective is verified for 95% of teachers Rating on SFA Snapshot	P = Power schoolwide – Objective is verified for 95% of teachers Rating on SFA Snapshot	P = Power schoolwide – Objective is verified for 95% of teachers Rating on SFA Snapshot	P = Power schoolwide – Objective is verified for 95% of teachers Rating on SFA Snapshot
Description of Funding	General Fund	General Fund	General Fund	General Fund
Check-in/Review Date	Biweekly meeting Reflections using SFA Snapshot with SFA Coaches	Biweekly meeting Reflections using SFA Snapshot with SFA Coaches	Biweekly meeting Reflections using SFA Snapshot with SFA Coaches	Biweekly meeting Reflections using SFA Snapshot with SFA Coaches

***Section headings marked with an asterisk are required by state law.**

Goal # 4-Assessment Action Map

Goal Statement: By the close of the 2025-2026 school year, the district will implement a PreK-12 literacy initiative, integrating standards-based assessments (quarterly assessments, universal screeners, benchmarks, and checkpoints) in ELA classrooms. All K-12 ELA educators will be trained in assessment use and provided resources for effective implementation and data analysis. Progress will be measured through consistent monitoring and data analysis tools, aiming for a 5% annual improvement in grade-level proficiency for students in grades K-2 and 3-8, and ELA II. This goal aligns with the commitment to inclusivity and equity, expecting a 5% increase annually in all reported subgroups, including gifted, economically disadvantaged, and students with disabilities.

Evidence-Based Strategy or Strategies: Standards based assessments, data-driven decisions, frequent monitoring, annual improvement targets, professional development, equity-focused approach

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	3-12 ELA teachers are trained to use standards-based readiness assessments including benchmarks and checkpoints and are provided with resources for effective classroom implementation and data analysis. Progress will be measurable through consistent monitoring of the use standards-based assessment through data analysis tools.	PreK-8 ELA teachers will use formal reading-level assessments at the beginning of the year and at regular intervals. Procedures are in place to guarantee consistent administration and accurate scoring of the assessments. Assessment results are recorded and entered into the SFA Member Center and analyzed to determine progress and mastery.	PreK-12 ELA teachers use weekly teacher cycle record forms to record classroom data. An accurate Grade Summary Form is maintained for every grading period. Every student's reading performance is reviewed by the teacher, the facilitator, and other colleagues or school leaders when appropriate and possible. Mastery is determined for every student based on formal and informal measures and procedures are in place to apply mastery determination consistently and to verify the accuracy of mastery-level entry into the Member Center. Cross-grade regrouping is used each grading period in grades 1-5. Reading-level groups are heterogeneous, with students from different grades and with different strengths and needs. Placement is aggressive; students performing below grade level are placed at the highest level at which they can be successful.	Member Center data-collection and reporting tools are used consistently. Teachers and leaders review, analyze, and evaluate data reports and summaries on a regular basis. Instructional component teams and Schoolwide Solutions teams have access to and frequently reference the classroom data reports and summaries.
Timeline	SFA priorities for implementation labeled as: 1=mechanical, 2=routine 3=refined 2023-2024 1=mechanical 2024-2025 2=routine 2025-2026 3=refined	SFA priorities for implementation labeled as: 1=mechanical, 2=routine 3=refined 2023-2024 1=mechanical 2024-2025 2=routine 2025-2026 3=refined	SFA priorities for implementation labeled as: 1=mechanical, 2=routine 3=refined 2023-2024 1=mechanical 2024-2025 2=routine 2025-2026 3=refined	SFA priorities for implementation labeled as: 1=mechanical, 2=routine 3=refined 2023-2024 1=mechanical 2024-2025 2=routine 2025-2026 3=refined
Lead Person(s)	ELA Teachers Curriculum and Instruction Coordinator SFA Coaches	ELA Teachers Curriculum and Instruction Coordinator SFA Coaches	ELA Teachers Curriculum and Instruction Coordinator SFA Coaches	ELA Teachers Curriculum and Instruction Coordinator SFA Coaches

**Section headings marked with an asterisk are required by state law.*

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Resources Needed	SFA Guides PD Resources Videos	SFA Guides PD Resources Videos	SFA Guides PD Resources Videos	SFA Guides PD Resources Videos
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	See Section 7 Part C Professional Development Plan Classroom visits Component Meetings SFA Coaching	See Section 7 Part C Professional Development Plan Classroom visits Component Meetings SFA Coaching	See Section 7 Part C Professional Development Plan Classroom visits Component Meetings SFA Coaching	See Section 7 Part C Professional Development Plan Classroom visits Component Meetings SFA Coaching
Measure of Success SFA uses the following: P = Power schoolwide, Objective is verified for 95% of teachers M = Mastery, Objective is verified for 80% of teachers. S = Significant use, Objective is verified for 40% of teachers L = Learning, Staff members are working toward verification of this objective.	P = Power schoolwide – Objective is verified for 95% of teachers Rating on SFA Snapshot	P = Power schoolwide – Objective is verified for 95% of teachers Rating on SFA Snapshot	P = Power schoolwide – Objective is verified for 95% of teachers Rating on SFA Snapshot	P = Power schoolwide – Objective is verified for 95% of teachers Rating on SFA Snapshot
Description of Funding	General Fund	General Fund	General Fund	General Fund
Check-in/Review Date	Biweekly meeting Reflections using SFA Snapshot with SFA Coaches	Biweekly meeting Reflections using SFA Snapshot with SFA Coaches	Biweekly meeting Reflections using SFA Snapshot with SFA Coaches	Biweekly meeting Reflections using SFA Snapshot with SFA Coaches

Goal # 5-Mult-Tiered Support Action Map

Goal Statement: By the close of the 2025-2026 school year, the district will institute a K-8 intervention and tutoring system using Success for All's model, including Lightning Squad and Theme Reads, to support students who qualify for RIMPS and below-grade-level students. 100% of K-8 ELA educators will understand SFA's intervention model, and all tutors will be trained for program implementation. The goal targets improved literacy outcomes in Tier 1, aligning with the district's commitment to inclusivity and equity by prioritizing high achievement rates for all subgroups.

Evidence-Based Strategies: Success for All Intervention Model, data-driven targeted tutoring program, educator and tutor training, Tier 1 improvement through Tier 2 and Tier 3 interventions, commitment to inclusivity and equity:

	Action Step 1	Action Step 2
Implementation Component	The Intervention team is established, trained, and meets weekly and uses the SFA Solutions process to create individualized achievement plans.	Capacity and schedule exists to tutor students who have Reading Improvement and Monitoring Plans (K-3) and students who are performing below-grade level (4-8)
Timeline	Ongoing 2023-2024 School Year	Second Semester 2023-2024 School Year
Lead Person(s)	Curriculum and Instruction Coordinator	Curriculum and Instruction Coordinator Building Principals

***Section headings marked with an asterisk are required by state law.**

	Action Step 1	Action Step 2
Resources Needed	SFA Intervention Solutions Manual Completed Requests for Assistance Completed Solutions Sheets	SFA Lightning Squad and Theme Reads Technology
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	See Section 7 Part C Professional Development Plan PLC structures SFA Coaching	See Section 7 Part C Professional Development Plan Tutor Training SFA Coaching
Measure of Success	The Request for Assistance form is simple and accessible and teachers collect pre-referral data and shares student strengths. Students are referred for reasons including academics, behavior, and attendance. Parents are invited to attend the meetings. Case reviews conducted, generally within two weeks and cases are monitored for growth.	Every tutored student has a scheduled tutoring sessions. Student attendance is monitored and SFA computer-assisted tutoring programs are implemented. Data is reviewed every 4-6 weeks and appropriate adjustments are made
Description of Funding	General Fund	General Fund
Check-in/Review Date	Weekly meetings Reflections using SFA Snapshot with SFA Coaches	Biweekly data check Reflections using SFA Snapshot with SFA Coaches

****Section headings marked with an asterisk are required by state law.***

SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES. *

Describe the process for monitoring the progress and implementation of the plan's strategies.

Monitoring the Reading Achievement Plan is essential to determining the effectiveness of the strategies. Ongoing assessment and monitoring promote continuous improvement, optimizes student outcomes, and refines literacy initiatives based on real-time data, evidence, and feedback. Progress monitoring will occur in the following ways:

Daily

- Classroom visits ensure high-yield instructional strategies are implemented with fidelity and SFA curriculum is used consistently using *Classroom Observation Form*

Weekly

- Elementary school SFA leadership meetings allow for opportunities to reflect on classroom visits and plan for coaching
- SFA Schoolwide Solution Teams (Intervention) in the elementary and middle schools allow for case reviews of struggling students in Tier 2 and Tier 3

Biweekly

- Middle school SFA leadership meetings allow for opportunities to reflect on classroom visits and plan for coaching
- SFA Component Meetings (Early Childhood, Reading Roots, Reading Wings, and Reading Edge) allow for clear communication in professional learning communities, planning, data analysis, coaching, professional development, and reflection
- Lesson Cycles reviewed in Member Center and data collection checked

Monthly

- SFA Coaches support leaders and teachers in site visits. SFA progress is monitored using the Foundations tools including the *Snapshot*, and the following tools on Member Center: *Grade Summary Form*, *Classroom Assessment Summary*, *Skill and Strategy Reports*, and *Schoolwide Role-Up Reports*

Quarterly

- Reading Roots Assessments administered to all students in Reading Roots program to determine mastery levels and placement

Beginning, Middle, and End of Year

- Universal Screener STAR Assessment administered K-8 and data analyzed

Semester

- Benchmark Assessments (4-8 and ELA II) administered and data analyzed

Yearly

- OST administered (Fall/Spring) Grade 3, (Spring) Grades 4-8 and ELA II and data analyzed

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

****Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on-track (reading below grade level) within 60 days of receiving the reading diagnostic results.**

****Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.**

Strategies

The key evidence-based strategies that are used to meet learner needs and improve literacy instruction in PreK-8 include: a dedicated 90 minute ELA block (K-5) and 60 minute ELA block (6-8), emphasis on development of oral language through speaking and listening, cooperative learning to engage and motivate students, using quarterly assessments/analyzing data to monitor student progress/flexible grouping, preventing students from falling behind with tutoring, and engaging student families in the learning process.

ELA Blocks

PreK-5 participates in a schoolwide uninterrupted 90-minute ELA block every day from 9:00-10:30 and 6-8 participates in an uninterrupted 60-minute ELA block every day.

Speaking and Listening

Embedded in the Success for All curriculum is an emphasis on oral language. Oral language is vital to literacy development as it establishes the foundation for reading and writing skills. Through conversations children build vocabulary, grasp grammar and syntax, and develop the fluency and comprehension necessary for effective literacy. Oral language contributes to social and emotional development, fostering motivation and interest in learning. SFA's emphasis on speaking and listening enhances the cognitive and emotional aspects essential for successful literacy acquisition. Teachers support and prompt students to speak in complete sentences.

Cooperative Learning

Success for All is founded on cooperative learning strategies. Learning is a social activity and students who work in groups accomplish more than on their own. Think, Pair, Share allows students to have the opportunity to discuss concepts with their peers and they learn to listen to each other, support one another, think critically, and consider opinions others before reaching a conclusion. All children benefit from constant coaching, encouragement, and peer feedback. The Random Reporter strategy strengthens the cooperative learning model by ensuring everyone participates. The SFA curricula emphasizes developing team goals that can be achieved when everyone is learning and improving. By helping others, they learn to help themselves, and ultimately take responsibility for their own learning.

Assessment

In SFA, students are grouped homogeneously across grades based on abilities. Utilizing quarterly assessments and systematically analyzing data to monitor progress, grouping remains flexible. As students master reading skills they move up. Regular assessments provide timely and objective insights into progress. Analyzing this data allows leaders and teachers to reflect on instructional strategies to meet specific needs and advance students as soon as they are ready. Flexible grouping is an organic process that ensures students receive exactly what they need. This evidence-based approach not only informs instructional decisions but also fosters a dynamic and responsive learning environment, contributing to overall student achievement.

Tutoring

SFA's Tutoring is Rated 1 with Strong Evidence in the ESSA Rating. SFA's Lightning Squad and Theme Reads create a system where tutors coach students and analyze their progress to ensure students are advancing at an accelerated pace to be at or above grade level. In this program, students work in pairs to improve phonemic awareness, phonics, fluency, vocabulary, and comprehension through interactive, partner-supported games on the computer. Online Home Link videos reinforce reading skills and promote family engagement. Currently, students in first and second grade who are identified as not on track participate in SFA Tutoring 5 days/week for 30-minute sessions. Students in third through eighth grade who are identified as not on track participate in SFA Tutoring 3

***Section headings marked with an asterisk are required by state law.**

days/week for 30-minute sessions. SFA's Tutoring program is not available for kindergarten students, so our Kindergarteners who are identified as not on track participate in individualized tutoring in phonemic awareness in small groups 5 days/week for 30-minute sessions.

Family engagement

Research consistently shows that when parents are actively engaged in their children's literacy development through shared reading and discussions, students exhibit improved reading skills and academic success. SFA's Read and Respond system encourages positive parental involvement enhances foundational literacy skills and contributes to increased motivation and a lifelong love of reading. SFA's At-Home links also support the evidence-based practice which recognizes the influential role parents play in supporting and reinforcing literacy skills, creating a collaborative and effective partnership between home and school.

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)*

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

- 1. Be effective;*
- 2. Show progress; and*
- 3. Improve upon strategies utilized during the two prior consecutive school years.*

The district's comprehensive monitoring plan for the Reading Achievement Plan reflects a commitment to evidence-based strategies designed to enhance literacy instruction from Pre-K to 8th grade. The use of quarterly assessments, flexible grouping, tutoring, and family engagement aligns with proven educational practices. The plan includes a systematic approach to ongoing assessment, ranging from daily classroom visits to yearly assessments such as the Universal Screener STAR Assessment and the Ohio State Tests (OST). The strategies, such as the dedicated ELA blocks, emphasis on oral language development, cooperative learning, and tutoring programs, are firmly rooted in evidence-based research.

Effectiveness

The district ensures the evidence-based strategies, cooperative learning and quarterly assessments, are supported by research demonstrating their efficacy in improving literacy outcomes. The district ensures the implementation of a consistent, daily 90-minute ELA block for grades K-5 and a 60-minute block for grades 6-8, emphasizing the importance of sustained and intensive instructional time.

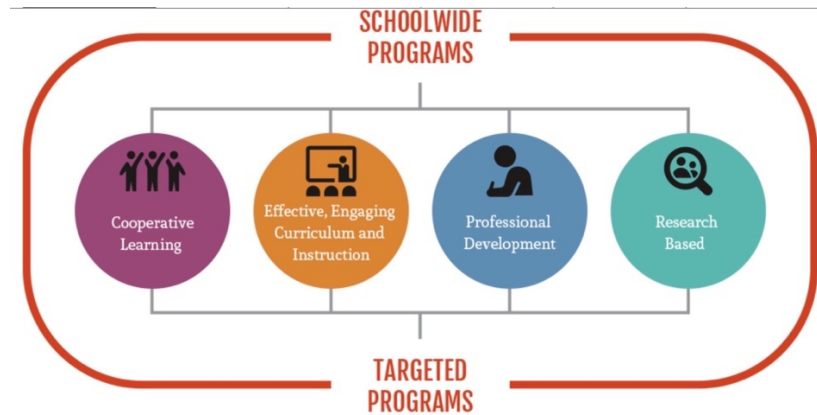
Progress Monitoring

The district ensures the evidence-based strategies show progress through quarterly and yearly assessments, along with ongoing progress monitoring tools (Reading Roots Assessments) provide a comprehensive view of student performance and growth. The flexible grouping approach ensures that students receive targeted support based on real-time data, promoting timely intervention for those who may need additional assistance. The SFA Tutoring program, rated with strong evidence in the ESSA Rating, is specifically designed to monitor and analyze student progress through coaching and interactive computer-supported games.

Continuous Improvement

The adoption of SFA ensures continuous improvement upon strategies utilized in the past two consecutive school years. The district has incorporated reflective practices at various levels, including weekly SFA leadership meetings, biweekly SFA Component Meetings, and monthly coaching support. The ongoing analysis of data and evidence from various assessment tools allows educators to make informed adjustments to instructional methods, ensuring continuous improvement in literacy initiatives. By integrating evidence-based strategies into a comprehensive monitoring plan, the district aims to create responsive learning environment that ensures effectiveness and demonstrates measurable progress and continuous improvement. Regular assessments, flexible grouping, tutoring, and family engagement strategies collectively contribute to the district's commitment to enhancing literacy outcomes for all students.

**Section headings marked with an asterisk are required by state law.*



SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

****Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.**

****Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.**

The district acknowledges that high quality professional development predicts high student achievement. In the past, professional development in the district often lacked intentional planning and focus resulting in fragmented efforts that did not align with the specific needs and goals. These practices were one-and-done and one-size-fits-all workshops. These experiences did not provide sustained support or address the diverse learning needs of instructional staff. The absence of intentional planning meant that professional development often failed to integrate evidence-based strategies and lacked a data-driven approach.

To rectify these limitations, the district embraced the SFA model and curriculum. SFA's commitment to high-quality professional development plan is included in this Reading Achievement Plan. SFA places a strong emphasis on intentional and focused activities that are sustained over time. It is intensive in nature, delving deeply into specific aspects of the SFA curriculum and cooperative learning to ensure a comprehensive understanding among instructional staff. This professional development plan has evolved to address past shortcomings by incorporating intentional planning, sustained and intensive activities, a data-driven approach, and a strong instructional focus. It recognizes the importance of Culturally Responsive Practice and the Science of Reading, ensuring that educators are equipped with the knowledge and skills needed to create inclusive and effective learning environments.

Sustained, intensive, data-driven, and instructionally focused professional development

The district has prioritized sustained professional development through Success for All. The three-year commitment allows literacy leaders and teachers to engage in continuous learning. A sustained model provides ongoing support from the Success for All Foundation through mentoring and coaching to help apply new knowledge of the curriculum, instructional practices, and assessment into practice.

The professional development experiences provided by SFA is intensive and dives deeply into using the curriculum and cooperative learning to teach reading. Coaching is job-embedded professional development and allows teachers to get specific feedback to improve instructional practices.

***Section headings marked with an asterisk are required by state law.**

SFA teaches leaders and teachers to appropriately collect and use data to improve teacher performance and student outcomes. Regular formative and summative assessments help leaders and teachers identify areas for improvement. Analyzing student data, such as standardized test scores or classroom assessments in professional learning communities helps tailor professional development to address specific needs and challenges within the student population.

The district's professional development plan is instructionally focused to ensure teachers are equipped with the skills and knowledge they need to improve literacy outcomes. The content of professional development through SFA is directly applicable to classroom instruction so teachers can use what they learn in their classroom to positively impact student learning.

Culturally Responsive Practice

The district recognizes the importance of embedding culturally responsive practices into all instruction, especially literacy. Recognizing and embracing the lived experiences, culture, and linguistic abilities of students and educators is essential to making learning meaningful. Leaders and teachers who adopt this approach consider their own experiences and their students' backgrounds to enrich the quality of instruction. To that end, the Curriculum and Instruction Coordinators in the District will complete the four courses in the Culturally Responsive Practices Program in the 2023-2024 school year. The new learning will be facilitated in professional learning communities throughout the 2024-2025 school year.

Science of Reading

Science of Reading Training per guidance from the Department

- *All teachers will need to complete a state-developed training by June 2025. Staff will be given stipends for their time in the following ways: ALL teachers in grades k-5 (\$1200 stipend), ALL ELA teachers k-12 (\$1200 stipend), ALL other teacher 6-12 will have a different module aligned to content area teachers (\$400 stipend) Administrators will be required to complete this training as well. Currently, this training has not been released and when it is it will be accessed on the OH/ID Learning Management System App.*
- The district will prioritize these opportunities for staff when these opportunities become available.

The district is deeply invested in understanding the Science of Reading as evidenced in the comprehensive approach and professional development initiatives. The district ensures a focus on dyslexia training for kindergarten-3rd grade educators, reflecting its commitment to inclusivity and culturally responsive practice. This overview underscores the district's dedication to developing literacy leaders with professional knowledge and Ohio's literacy standards.

Curriculum & Instruction Coordinator Credentials:

- Certified Reading Specialist K-12
- The Writing Revolution
 - Currently enrolled in six two-hour sessions by The Writing Revolution supported by Members of the Ohio Deans Compact, P20 Literacy Collaborative, P20 Literacy and Math Tutoring Project, and Compact Community of Practice. The Writing Revolution employs explicit instruction through the Hochman Method and is not a curriculum, but a system to embed writing into any subject at any grade level. The Writing Revolution is supported by the Department and is aligned with Ohio's redesigned literacy content standards, which now includes writing.
- Trained at the Institute for Multi-Sensory Education's Comprehensive Orton Gillingham Training
- LETRS Units 1-8 and LETRS Facilitator
- Success for All Facilitator

PreK-3 Principal Credentials:

- LETRS Units 1-8
- 30 hours Pathways to Structured Literacy through Aim Pathways

Teacher and Intervention Specialist Credentials:

- 100% of kindergarten-3rd grade teachers and intervention specialists have completed the required 18 hours *Introduction to Dyslexia* training through the ODE.
- 25% of kindergarten-3rd grade teachers and intervention specialists have completed 30 hours through Institute for Multisensory Education's Virtual Comprehensive Orton-Gillingham Training.

Professional Development Plan 2023-2026-Union Local School District and Success for All

Evidence-Based Strategy	Who is the Provider?	Who is the Audience?	When will this occur?																												
Year 1-Success for All New Leaders Institute. Literacy focused week-long intensive training provided new SFA leaders with an overview of Cooperative Learning, Getting Along Together (SEL) Early Childhood, Reading Roots, Reading Wings, Reading Edge, Member Center, Coaching, Schoolwide Solutions Teams, and the GREATER Coaching model	Success for All	PreK-8 Administrators	7/2023																												
<p>Success for All prioritizes professional development, and the activities are sustained throughout the year and over the course of three years. SFA coaches provide intensive and instructionally focused professional development for leaders and teachers. SFA coaches also provide on-site coaching with classroom visits and data-driven reflective practices including goal-focused achievement planning and progress monitoring with quarterly student progress summaries. As per the district’s contract with Success for All, Year One On-Site Professional Development is outlined here:</p> <table border="1" data-bbox="126 577 1117 1627"> <thead> <tr> <th data-bbox="126 577 922 651">Year One On-site Professional Development</th> <th data-bbox="922 577 1117 651">Total # of Sessions</th> </tr> </thead> <tbody> <tr> <td data-bbox="126 651 922 724">Overview (entire staff) for Union Local Elementary School</td> <td align="center" data-bbox="922 651 1117 724">1</td> </tr> <tr> <td data-bbox="126 724 922 798">Middle School Overview (entire staff) for Union Local Middle School</td> <td align="center" data-bbox="922 724 1117 798">1</td> </tr> <tr> <td data-bbox="126 798 922 871">Leading for Success Kickoff (Leadership Team) – 1 per school</td> <td align="center" data-bbox="922 798 1117 871">2</td> </tr> <tr> <td data-bbox="126 871 922 945">Schoolwide Solutions Workshop (principal, facilitator, Schoolwide Solutions coordinator, and Schoolwide Solutions team members) – 2 per school</td> <td align="center" data-bbox="922 871 1117 945">4</td> </tr> <tr> <td data-bbox="126 945 922 1018">Curiosity Corner Program Introduction Workshop (pre-K teachers and facilitator) for Union Local Elementary School</td> <td align="center" data-bbox="922 945 1117 1018">2</td> </tr> <tr> <td data-bbox="126 1018 922 1092">KinderCorner Program Introduction Workshop (K teachers and facilitator) for Union Local Elementary School</td> <td align="center" data-bbox="922 1018 1117 1092">2</td> </tr> <tr> <td data-bbox="126 1092 922 1165">Reading Roots 5th Program Introduction Workshop (1st grade reading level teachers and facilitator) for Union Local Elementary School</td> <td align="center" data-bbox="922 1092 1117 1165">2</td> </tr> <tr> <td data-bbox="126 1165 922 1239">Reading Wings 4th Program Introduction Workshop (2nd-6th grade reading level teachers) for Union Local Elementary School</td> <td align="center" data-bbox="922 1165 1117 1239">2</td> </tr> <tr> <td data-bbox="126 1239 922 1312">Reading Edge 2nd Program Introduction Workshop (1st-8th grade reading level teachers and facilitator) for Union Local Middle School</td> <td align="center" data-bbox="922 1239 1117 1312">2</td> </tr> <tr> <td data-bbox="126 1312 922 1386">Tutoring Workshop (tutoring staff and facilitator) – 1 per school</td> <td align="center" data-bbox="922 1312 1117 1386">2</td> </tr> <tr> <td data-bbox="126 1386 922 1459">Support and Coaching for Union Local Elementary School</td> <td align="center" data-bbox="922 1386 1117 1459">17</td> </tr> <tr> <td data-bbox="126 1459 922 1533">Support and Coaching for Union Local Middle School</td> <td align="center" data-bbox="922 1459 1117 1533">8</td> </tr> <tr> <td data-bbox="126 1533 922 1627">Total</td> <td align="center" data-bbox="922 1533 1117 1627">45</td> </tr> </tbody> </table>	Year One On-site Professional Development	Total # of Sessions	Overview (entire staff) for Union Local Elementary School	1	Middle School Overview (entire staff) for Union Local Middle School	1	Leading for Success Kickoff (Leadership Team) – 1 per school	2	Schoolwide Solutions Workshop (principal, facilitator, Schoolwide Solutions coordinator, and Schoolwide Solutions team members) – 2 per school	4	Curiosity Corner Program Introduction Workshop (pre-K teachers and facilitator) for Union Local Elementary School	2	KinderCorner Program Introduction Workshop (K teachers and facilitator) for Union Local Elementary School	2	Reading Roots 5 th Program Introduction Workshop (1 st grade reading level teachers and facilitator) for Union Local Elementary School	2	Reading Wings 4 th Program Introduction Workshop (2 nd -6 th grade reading level teachers) for Union Local Elementary School	2	Reading Edge 2 nd Program Introduction Workshop (1 st -8 th grade reading level teachers and facilitator) for Union Local Middle School	2	Tutoring Workshop (tutoring staff and facilitator) – 1 per school	2	Support and Coaching for Union Local Elementary School	17	Support and Coaching for Union Local Middle School	8	Total	45	Success for All Coaches	PreK-8 Administrators and Teachers	8/2023-5/2024
Year One On-site Professional Development	Total # of Sessions																														
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<p>Biweekly Instructional Component Meetings for Early Childhood, Reading Roots, Reading Wings, and Reading Edge teachers are professional learning communities with activities that provide sustained and job-embedded professional development in instructional practices, science of reading, and collecting and interpreting data</p> <p>Weekly Intervention Meetings are professional learning communities with activities that provide sustained and job-embedded professional development in MTSS, communication, and collecting and interpreting data</p>	Success for All Facilitator	PreK-8 Administrators and Teachers	2023-2026																												

***Section headings marked with an asterisk are required by state law.**

Monthly Schoolwide Solutions Team Meetings for Attendance, Parent and Family Engagement, Community Connections, and Cooperative Culture teachers are professional learning communities with activities that provide sustained and job-embedded professional development in engagement, social/emtional learning, and collecting and interpreting data	Success for All Schoolwide Solutions Coordinator	PreK-8 Administrators and Teachers	2023-2026												
All teachers 6-12 will learn how to use and integrate cooperative learning in their classrooms.	Success for All Coach	6-12 Administrators and Teachers	1/2024												
Year 1-Success for All Experienced Sites Conference. The neurological impact of building self-efficacy in our students, teachers, and staff, through the power of believing, as well as explore meaningful approaches to put belief into practice. The conference provides intensive sessions that are instructionally focused and explore every SFA component to strengthen implementation.	Success for All	Success for All Facilitator, Solutions Coordinator, Teachers	2/2024												
Success for All prioritizes professional development and the activities are sustained throughout the year in Year Two. SFA coaches provide intensive and instructionally focused refresher professional development for leaders and teachers. SFA coaches continue on-site coaching and classroom visits and reinforce data-driven reflective practices. As per the district's contract with Success for All, Year Two On-Site Professional Development is outlined here:	Success for All Coaches	PreK-8 Administrators and Teachers	8/2024-5/2025												
<table border="1"> <thead> <tr> <th>Year Two On-site Professional Development</th> <th>Total # of Sessions</th> </tr> </thead> <tbody> <tr> <td>Refresher Workshops for Union Local Elementary School</td> <td>3</td> </tr> <tr> <td>Refresher Workshops for Union Local Middle School</td> <td>3</td> </tr> <tr> <td>Support & Coaching for Union Local Elementary School</td> <td>15</td> </tr> <tr> <td>Support & Coaching for Union Local Middle School</td> <td>6</td> </tr> <tr> <td>Total</td> <td>27</td> </tr> </tbody> </table>		Year Two On-site Professional Development	Total # of Sessions	Refresher Workshops for Union Local Elementary School	3	Refresher Workshops for Union Local Middle School	3	Support & Coaching for Union Local Elementary School	15	Support & Coaching for Union Local Middle School	6	Total	27		
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Year 2 Success for All New Leaders Institute-Literacy focused week-long intensive training provided new SFA leaders with an overview of Cooperative Learning, Getting Along Together (SEL) Early Childhood, Reading Roots, Reading Wings, Reading Edge, Member Center, Coaching, Schoolwide Solutions Teams, and the GREATER Coaching model	Success for All	PreK-8 Administrators	7/2024												
Year 2-Success for All Experienced Sites Conference. Topics to be determined	Success for All	Success for All Facilitator, Solutions Coordinator, Teachers	2/2025												
Success for All begins to fade professional development and activities in Year Three. SFA coaches provide instructionally focused refresher professional development for leaders and teachers and continue on-site coaching and classroom visits. Coaches reinforce data-driven reflective practices. As per the district's contract with Success for All, Year Three On-Site Professional Development is outlined here:	Success for All Coaches	PreK-8 Administrators and Teachers	8/2025-5/2026												

***Section headings marked with an asterisk are required by state law.**

Year Three On-site Professional Development	Total # of Sessions			
Refresher Workshops for Union Local Elementary School	3	Success for All	PreK-8 Administrators	7/2025
Refresher Workshops for Union Local Middle School	3	Success for All	Success for All Facilitator, Solutions Coordinator, Teachers	2/2026
Support & Coaching for Union Local Elementary School	15	Success for All	PreK-8 Administrators	7/2025
Support & Coaching for Union Local Middle School	6	Success for All	Success for All Facilitator, Solutions Coordinator, Teachers	2/2026
Total	27	Success for All	PreK-8 Administrators	7/2025
Year 3-Success for All New Leaders Institute. Literacy focused week-long intensive training provided new SFA leaders with an overview of Cooperative Learning, Getting Along Together (SEL) Early Childhood, Reading Roots, Reading Wings, Reading Edge, Member Center, Coaching, Schoolwide Solutions Teams, and the GREATER Coaching model		Success for All	PreK-8 Administrators	7/2025
Year 3-Success for All Experienced Sites Conference. Topics to be determined		Success for All	Success for All Facilitator, Solutions Coordinator, Teachers	2/2026

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APPENDICES

If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.

[Success for All Overview](#)