



March 4, 2024

Dear Superintendent Holbrook:

Thank you for submitting the Hamilton City 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 action maps provided are detailed and aligned with the goals.
- The goals listed are specific and targeted toward improving student literacy.
- The data and analysis presented in the plan is clear and thorough.
- The plan clearly outlines the ways in which the RAP aligns with other initiatives in the district.

#### **This plan will benefit from:**

- There are many PD opportunities listed. Consider the ways in which those can be sustained and connections between them can be made for educators.
- There are no teachers or building level administrators on the leadership team. Consider including them to bring additional perspectives to the district's plan.
- The root cause analysis provided does not pinpoint 1-2 key areas upon which the district can focus its efforts. Consider narrowing the scope.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Hamilton City 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](mailto: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 and Workforce 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:** Hamilton City

**DISTRICT IRN:** 044107

**DISTRICT ADDRESS:** 533 Dayton Street, Hamilton, OH 45011

**PLAN COMPLETION DATE:** December 21, 2023

**LEAD WRITERS:** Julie Arnold, Executive Director of K-12 Curriculum and Instruction

Carla Castator, Director of Pk-6 Curriculum and Instruction

## 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 and Workforce developed the [ReadOhio toolkit](#) to guide school leaders, teachers, and families in this important work. The toolkit is filled with resources, including [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 Workforce 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](#).

In Hamilton City School District, we strive to establish an inclusive and enriching learning atmosphere. Our commitment to culturally responsive practices stems from a recognition and appreciation of the diverse backgrounds, experiences, and perspectives of both students and their families. The aim is to cultivate an environment where students not only gain knowledge but also feel acknowledged, heard, and valued, thereby enhancing their sense of belonging and self-esteem.

We actively incorporate literature, history, and diverse subjects that mirror the experiences of students from various cultural backgrounds. This approach not only broadens students' knowledge but also nurtures empathy and understanding among their peers. Our adoption of Expeditionary Learning (ELA Curriculum) provides exposure to rich content and diverse texts. Additionally, fostering a school culture that celebrates diversity through events such as Heritage Night reinforces the significance of embracing different cultures. Teachers play a pivotal role in this process by consistently educating themselves about the cultures represented in their classrooms and adapting their teaching methods to accommodate diverse learning styles. Furthermore, involving families in their children's educational journey and respecting their cultural traditions strengthens the school-home partnership, ensuring that cultural responsiveness becomes a collaborative effort.

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

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

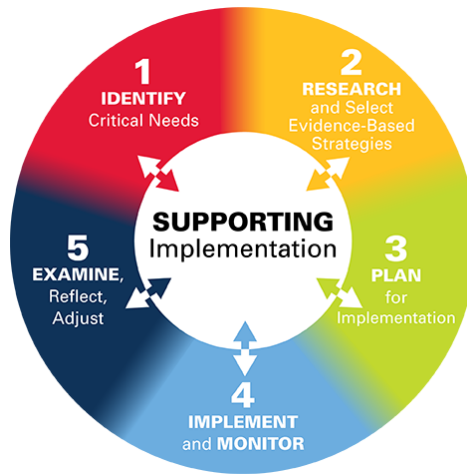
*Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.*

<b>Name</b>	<b>Title/Role</b>	<b>Location</b>	<b>Email</b>
Julie Arnold	Executive Director of K-12 Curriculum and Instruction	District Office	jarnold@hcsdoh.org
Carla Castator	Director of PK-6 Curriculum and Instruction/District Parent	District Office	ccastator@hcsdoh.org
Andrea Blevins	Associate Superintendent	District Office	ablevins@hcsdoh.org
Andre Gendreau	Executive Director of Assessment, ELL, Giften, K-6 Specials	District Office	agendreau@hcsdoh.org
Kim Peters	Director of Special Education	District Office	kpeters@hcsdoh.org
Alex Sorrentino	Supervisor of Mental Health	District Office	asorrentino@hcsdoh.org
Sarah Burdette	Preschool Special Education Supervisor	Miami School	sburdette@hcsdoh.org
April Brooks	Literacy Coach	Ridgeway Elementary	apbrooks@hcsdoh.org
Brittany Galbreath	Literacy Coach	Brookwood Elementary	bgalbreath@hcsdoh.org
Alison Gettler	Literacy Coach	Crawford Woods Elementary	agettler@hcsdoh.org
Katie Jerdon	Literacy Coach	Bridgeport Elementary	kjerdon@hcsdoh.org
Taylor Provins	Literacy Coach/District Parent	Fairwood Elementary	tprovins@hcsdho.org
Brandee Staud	Literacy Coach	Riverview Elementary	bstaud@hcsdoh.org
Megan Wagonfield	Literacy Coach/District Parent	Highland Elementary	mwagonfield@hcsdoh.org

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.

The focus on literacy began with the results of the Ohio Improvement Process. The data revealed an urgent need to focus on literacy for all students, with an intensified focus on grades K-6. This showed a direct correlation to past literacy practices that were aligned with balanced literacy practices rather than an evidence-based approach of structured literacy which aligns with the Science of Reading.



Our district created clear and concise statements of mission, vision, and core beliefs that are the driving forces of the work being done throughout the 2023-2024 school year. These show all stakeholders what drives our district. We monitor our continuous improvement processes aligned with the vision, mission and core beliefs of the district and its schools.

**“Together, Positively Impacting Learning and Life”**

The Hamilton City School District strives to be a top performing district in Ohio as measured by student growth, engagement, safety, and fiscal responsibility.

### ELEMENTARY INSTRUCTION

2023-2024

**Big Blue**

- Increase Growth and Achievement through Tier 1 Strategies
- Build, Grow, and Sustain Instructional Leadership
- Implement a Universal MTSS Program
- Improve Data Literacy

- MATH/SCI**  
Lesson Planning with ELYV & CMP  
Georgia Numeracy Project  
Progression of Standards  
Standards-Based Checklists  
Tier 1 Science Instruction Resources
- LITERACY/SS**  
Structured Literacy Instruction (SOL) Framework  
Really Great Reading Phonics PK-3  
Expeditionary Learning (3-5, 6-8)  
AMPLIFY DIBELS  
Tier 1 Social Studies Instruction Resources
- SPED and PUPIL PERSONNEL**  
Uniform SDI documentation system  
Build Special Education Compliance capacity in administrators  
Increased Tier 2 and 3 Programming  
Universal PBIS Program District-Wide  
Expanded Wellness Programming
- T. I. H. S.**  
Uniform Assessment Administration  
Tier 1 EL Strategies  
K-12 PE Curriculum  
Gifted Compliance
- TECHNOLOGY**  
ISTE  
Viewboard Content Creation  
AI Teacher Tools

### SECONDARY INSTRUCTION

2023-2024

**Big Blue**

- Increase Growth and Achievement through Tier 1 Strategies
- Build, Grow, and Sustain Instructional Leadership
- Implement a universal MTSS Program
- Improve Data Literacy

- MATH/SCI**  
Lesson Planning with CMP 4  
Progression of Standards  
Build CTE  
Curriculum Review & Pilot (9-12)  
POG Implications
- LITERACY/SS**  
Monitor & Support Year 1 of EL (7-8)  
Lesson Design  
SDI Read '80 Support  
Build CTE  
POG Implications
- SPED and PUPIL PERSONNEL**  
Uniform SDI documentation system  
Build Special Education Compliance capacity in administrators  
Increased Tier 2 and 3 Programming  
Increase Staff Knowledge of Grad. Requirements @ 7-12  
Universal PBIS Program District-Wide  
Expanded Wellness Programming
- T. I. H. S.**  
Uniform Assessment Administration  
Tier 1 EL Strategies  
K-12 PE Curriculum  
Gifted Compliance
- TECHNOLOGY**  
ISTE  
Viewboard Content Creation  
AI Teacher Tools

In response to our district's literacy focus, the Executive Director of Curriculum & Instruction and the Director of PK-6 Curriculum & Instruction collaborated with Jessica Hoffman, a Regional Literacy Specialist from Ohio State Support Team 13. The purpose of this collaboration was to formulate a comprehensive training plan for Hamilton City School District administrators at both district and building levels, special education supervisors, and instructional coaches in the Science of Reading. This two-day training aimed to enhance understanding of the Science of Reading and equip district leaders with

the tools to effectively guide literacy initiatives, ensuring the incorporation of Structured Literacy components in classrooms on a daily basis.

Upon notification of the State of Ohio's requirement for a Reading Action Plan (RAP), the Executive Director of Curriculum & Instruction PK-12 and the Director of Curriculum & Instruction PK-6 conducted a virtual meeting with Mary Williams, an Educational Consultant from Ohio State Support Team 13. This meeting provided valuable insights into the requirements, marking the official commencement of RAP development. Subsequently, the team collaborated with key personnel across various departments, gathering data related to the use of Title and Federal monies, state and local funds, academic performance of student subgroups, and more.

Consolidating the collected data into charts, the Executive Director of Curriculum & Instruction PK-12 and the Director of Curriculum & Instruction PK-6 facilitated a review by the team, incorporating feedback and making necessary adjustments. The refined plan underwent further scrutiny during a larger team meeting, where additions and deletions were made as deemed necessary. The finalized plan was submitted to the state on December 29, 2023.

To ensure effective implementation, the team will monitor the plan through quarterly progress updates from Teacher-Based Teams (TBT), Building Leadership Teams (BLT), and the District Leadership Team (DLT). Quarterly meetings of the RAP team will provide a platform for discussions on progress updates, allowing for adjustments and recommendations as needed. Communication of changes will be promptly conveyed to relevant parties. Once approved by the state, the Reading Achievement Plan will be shared with the administration and staff during district-level professional development. Ongoing communication will extend to the building level to ensure a clear understanding of the staff's role in achieving the goal of advancing students' language and literacy skills. The plan will also be accessible on the district's website.

As part of our commitment to literacy instruction, the district will promote Structured Literacy and evidence-based practices as integral components of language and literacy development. Our district-wide K-6 instructional coaches will play a vital role in supporting staff with ongoing professional development with Structured Literacy practices, and these practices will be embedded into our instructional framework, with identified evidence-based practices integrated into literacy instruction essentials. Expectations will be reinforced with staff throughout the year and into the following year. To foster awareness and commitment to the Science of Reading and evidence-based practices, the district will build understanding and support throughout the school community, making it an intrinsic part of our educational culture. Resources will be provided to staff that align to the practices supported in Structured Literacy. Clear and thoughtful communication of the vision for this work to all stakeholders will lay the foundation for achieving our goal of advancing students' language and literacy skills.

## 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.*

During the 2022-2023 school year, the Hamilton City School District collaborated extensively with key stakeholders to formulate our One Plan. This comprehensive strategy is centered around district initiatives and goals, incorporating data from various sources such as report cards, OST data, and NWEA MAP Growth data.

Our HCSD Literacy Plan, established in 2021 and regularly updated since, aligns with Ohio's Plan to Raise Literacy Achievement. Moreover, the Reading Achievement Plan of the Hamilton City School District is directly in sync with both our One Plan and Ohio's broader literacy achievement goals.

HCSD strives to be culturally responsive and provide equity for all students. We value our students' backgrounds and work to build a positive classroom culture for all students. We strive to build strong relationships with students and families and work to make them feel welcome and seen in an inclusive environment. We hold high expectations for all students and provide learning experiences they can relate to, which provide mirrors of themselves and windows to others. Our Expeditionary Learning English Language Arts Curriculum (EL) provides rigorous and relevant learning opportunities. The curriculum honors their identities and nurtures their sense of belonging through engaging texts.

### 2022-2025 HCSD One Plan Alignment

Our Reading Achievement Plan directly aligns with Goal 2: Student Performance.

#### Goal 2: Student Performance

By 06/30/2025, we will improve the performance of All Students, All Grades students at/in Hamilton City to increase 5.00 % in ELA/Math using State Report Card - Performance Index.

#### Student Measures:

Every Trimester, Reading/Literacy - NWEA MAP of All Students will be measured, with a final improvement of 1.50 year's growth at the end of the plan.

#### Strategy #1: Curriculum, Instruction, and Assessment

- By the end of July 2025, Hamilton City Schools will create and implement a robust MTSS system.
- Action Steps:
  - 100% of K-2 staff will provide equitable access to explicit Tier 1 phonics instruction for all students.
  - 100% of staff will provide equitable access to Tier 1 instruction using the Literacy Essentials/Framework for all students in grades PK-8.
  - 100% of staff will provide consistent and explicit small group literacy instruction to targeted Tier 2/3 students in grades K-8 to reach the needs of all students, including but not exclusive to English Language Learners and students on specially designed instruction.
  - 100% of schools will implement a comprehensive system for identifying and progress monitoring students in all instructional tiers.

#### Strategy #2: Leadership, Administration, Governance

- By July 2025, HCSD will have established instructional leadership teams at all PK-12 schools. The instructional leadership teams will consist of building administrators, instructional coaches, and BLT members who are equipped to analyze, respond to, and set instructional focus within their building.
- Action Steps
  - 100% of PK-6 buildings will have a devoted instructional coaching team (1 math, 1 literacy) that regularly



- meets to analyze data, provide professional development, and monitor implementation of the district essentials/frameworks using evidence-based Tier 1, Tier 2, and Tier 3 strategies.
- 100% of building and district administrators will grow their instructional knowledge through dedicated professional development, monthly instruction meetings, monthly coaching meetings, and district/building walkthroughs to implement evidence-based Tier 1, Tier 2, and Tier 3 strategies.

### Ohio’s Plan To Raise Literacy Achievement Alignment

The Ohio Department of Education and Workforce aims to increase student achievement by improving language and literacy outcomes for all students. A successful language and literacy framework is built on five interrelated components—educator capacity, shared leadership, multi-tiered systems of support, parent partnerships, and community collaboration. Here is the summary of the alignment of Hamilton’s K-6 literacy work and beliefs and ODE’s Ohio’s Plan to Raise Literacy goals.



#### Shared Leadership:

The leadership of the Hamilton City School District is structured for the success of all students. Leadership is shared among directors, supervisors, principals, assistant principals, instructional coaches, and teachers. These leaders take part in district, building, and teacher-based teams. These teams help to monitor the growth of students and impact the development and growth of staff. The district's leadership works to positively impact the learning and growth of teachers through collaboration at multiple levels: district, building, grade, and individual.

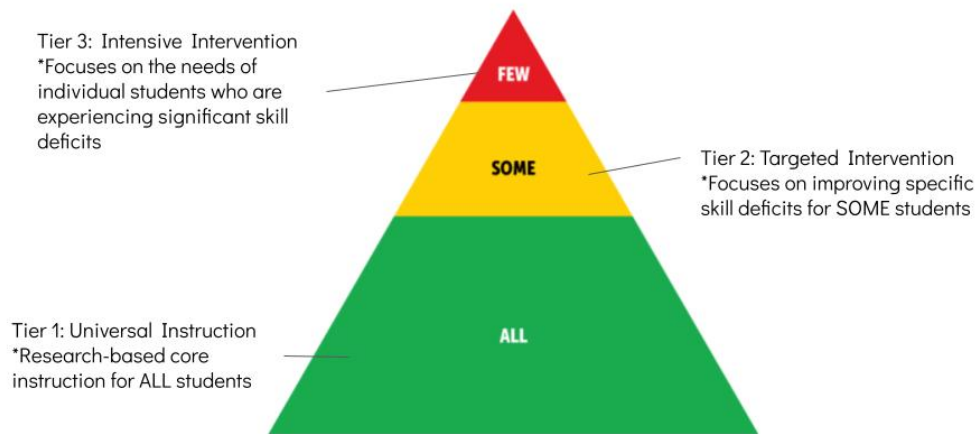
#### Educator Capacity:

As teachers develop their self-reflective abilities through the work of the expected teacher-based teams, they are better equipped to strengthen their instructional skills, plan intentional instruction, and meet the varied needs of their students. Ongoing, job-embedded support is provided to nurture teachers’ growth along the continuum of school improvement through instructional coaching and timely feedback. Our district directors guide our coaches to be in alignment with district initiatives. The focus of the coach’s work is to coach teachers on the administration and interpretation of reading assessment data, teaching pedagogy, and methodology. Personalized coaching ensures that the approaches match the teacher’s ability to reflect and analyze the instructional methods discussed. Instructional coaching models are implemented by instructional coaches, curriculum specialists, and teacher leaders in the building. Our instructional team embraces the notion of serving as instructional leaders by spending time in classrooms. The feedback is phrased and delivered in a way that is best received by the teacher, based on each individual teacher’s current reflective stage. Whether a quick sticky note, a filled-out form, an e-mailed note, or a face-to-face conversation, the feedback ensures that teachers can reflect on and consider their teaching approaches consistently and intentionally. Building-level principals and assistants drive the

conversations within the teacher-based teams, ensuring that student needs and data drive the instructional practices being utilized, then compiling these conversations through the Building Leadership Team to calibrate across content areas.

### Multi-Tiered Systems of Support:

Hamilton City Schools use a Multi-Tiered System of Support (MTSS) in which data-based problem-solving and decision-making are practiced across all levels of the educational system for supporting students. Our [HCSD MTSS Guidebook](#) is shared with all staff and leads our work. Within Hamilton City School District's MTSS, intervention includes the following: intensified instruction, increased amount of time in small groups, smaller group size, and bi-weekly progress monitoring. All students receive high-quality Tier 1 instruction. HCSD utilizes NWEA MAP Growth Reading and Math benchmark assessments and Amplify Dibels 8 benchmark assessments to determine students who would benefit from Tier 2 and Tier 3 interventions. Tier 2 students score within the 15th and 29th percentile range. Tier 3 students score below the 14th percentile.



### RIMPS (Reading Improvement and Monitoring Plans):

RIMPS are developed for K-3rd grade students based on their on/off-track status on our district reading diagnostic assessment. Their NWEA MAP Reading RIT score determines this status. RIT score thresholds are determined by the Ohio Department of Education. The student RIMP outlines interventions appropriate to the individual students. This plan is developed and progress monitored by classroom teachers/intervention teachers and is shared with parents. All students placed on a RIMP should have an HCSD Intervention Plan in place and linked to the RIMP. Initial RIMPs are completed by September 30th each year.

### Dyslexia Plan:

HCSD will follow the [Ohio Dyslexia Guidebook](#) adopted by the Ohio Department of Education and Workforce. This guidebook outlines procedures for Dyslexia Screening, Dyslexia Professional Development, Building Level Multidisciplinary Teams, and Structured Literacy Certification Processes. The guidebook also emphasizes the importance of a Structured Literacy approach that is grounded in The Science of Reading.

### Family Partnerships:

Hamilton City Schools partner with families to improve each child's literacy skills. Hamilton City Schools is committed to assisting families in becoming active partners with their schools. This is accomplished through our open communication and family engagement activities.

### Communication:

All Hamilton City Schools communicate student progress to parents/guardians regularly. This communication includes information on how their child is progressing, what their child is working on, and how they can support the child at

home. Examples of student progress communications used by Hamilton City Schools staff include ProgressBook updates, Google Classroom, Classroom Dojo, assessment reports, report cards, letters, interim reports, in-person conference nights, phone calls, and emails. By sharing timely and meaningful information with families about their child's progress, Hamilton City Schools encourages families to be active participants in their child's literacy development.

### **Family Engagement:**

All Hamilton City Schools offer activities, meetings, programs, and events that provide families with strategies and resources to promote literacy at home. Families are encouraged to participate in these activities, meetings, and events at their schools. Hamilton City Schools believes that providing resources for families to use at home to continue literacy development is essential to building family partnerships. The district currently provides several opportunities for parents to partner with our schools, including back-to-school nights, open houses, literacy nights, parent-teacher conferences, Title I-sponsored family nights, and family/community learning events regarding principles of literacy and core instruction. These events demonstrate shared reading activities that can be done at home and provide resources for families to help their children become better readers. Through our school events, our district can assist families in becoming active partners in their students' literacy growth.

### **Community Collaboration:**

Hamilton City Schools understands the critical role that community collaborations play in the literacy development of our students. Our community partners help our students experience literacy-rich environments before entering school. Our community collaborations also help to ensure that our students and families receive much-needed resources and services. Hamilton City Schools partners with many community groups, including businesses, agencies, libraries, after-school programs, cultural and civic organizations, health care providers, faith-based organizations, and colleges or universities, to support our students' literacy development intentionally. Specific examples of HCSD community partnerships include Adopt-A-School, Caring Closet, Primary Health Solutions, Lane Public Library, Catalyst, Booker T Washington, local universities, Companions on a Journey, Big Brothers, Big Sisters, Boys and Girls Club, 17 Strong, Hamilton Community Foundation, United Way, Mind Peace, Rotary, City of Hamilton, Girls on the Run, SST, Anthony Muñoz Foundation, YMCA, Envision, Butler County ESC and Hamilton County ESC.

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

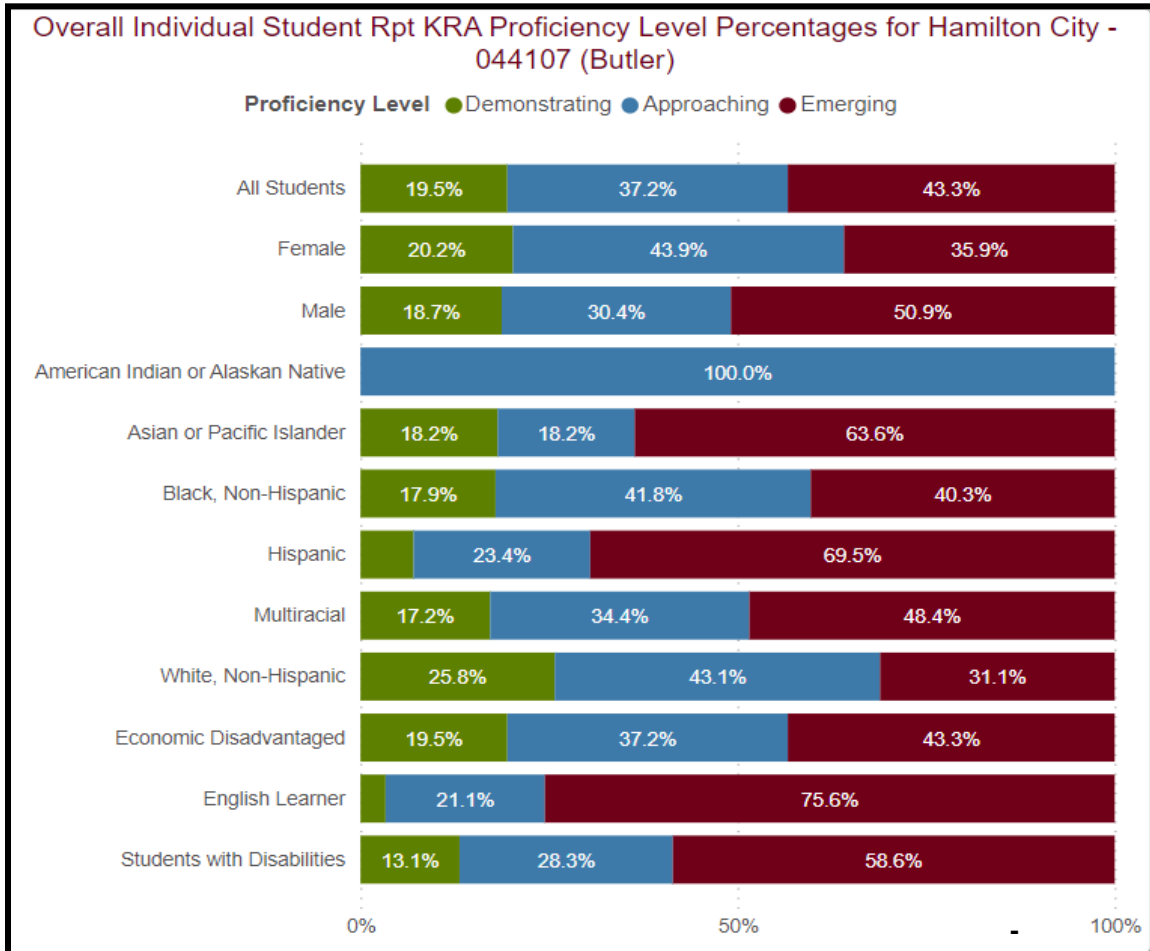
SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA\*

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

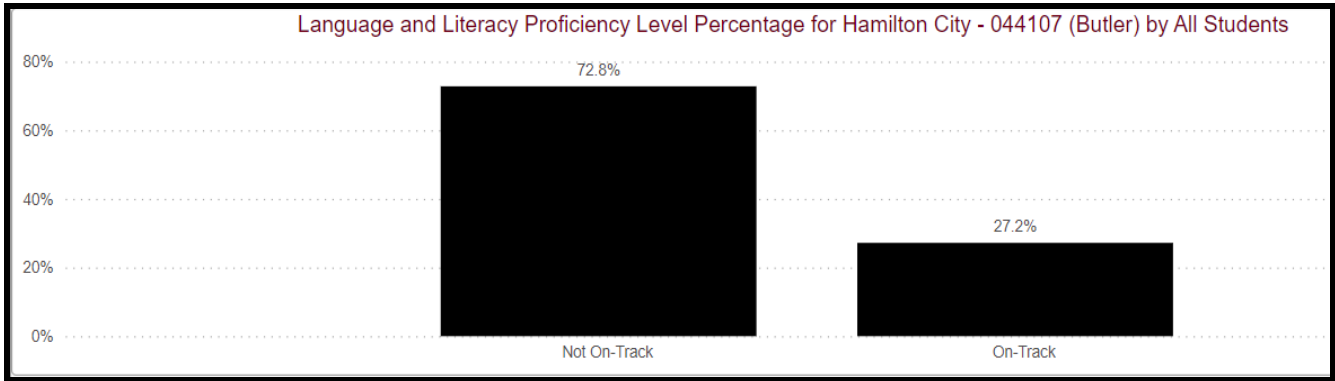
As indicated by the data analysis provided, a significant number of students in Hamilton City Schools from Kindergarten to 8th grade are performing below grade level in language and literacy development. The district acknowledges the necessity of addressing this gap for all students. While both district and building Improvement Plans (OIPs) encompass the entire student body, the Reading Achievement Plan is specifically directed toward students from Kindergarten to 6th grade. Focusing efforts on this specific group allows us to optimize the impact of interventions, given our limited resources. By initiating remediation efforts during these crucial early years, there is potential to close and reduce learning gaps, ultimately influencing subsequent language and literacy development, not only in grades K-6 but also beyond grades 7-12 as these students progress into future grade levels. It is important to note that Hamilton City Schools are 100% economically disadvantaged; therefore, the data for “all students” and “economically disadvantaged students” are the same data.

**Kindergarten Readiness**

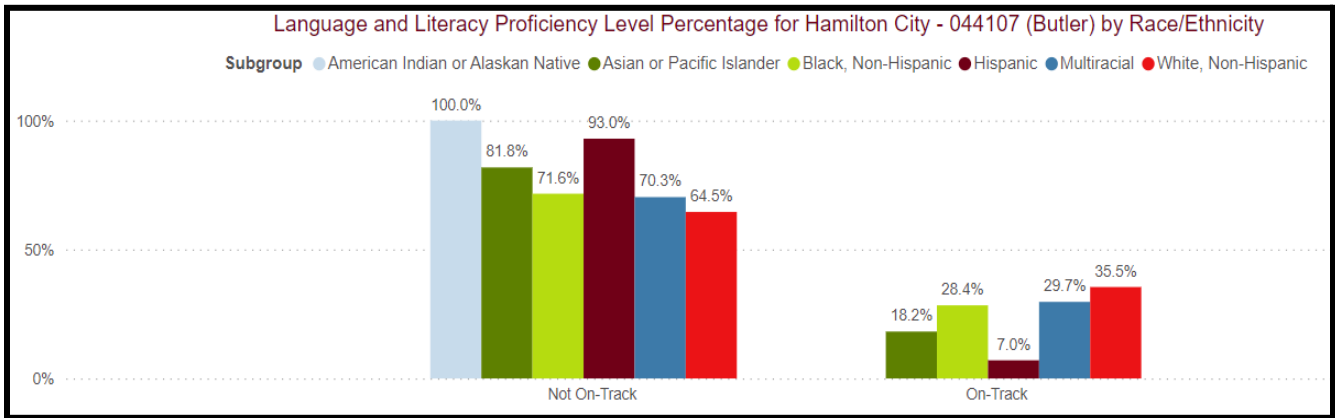
**KRA Data Proficiency Levels 2022-2023**



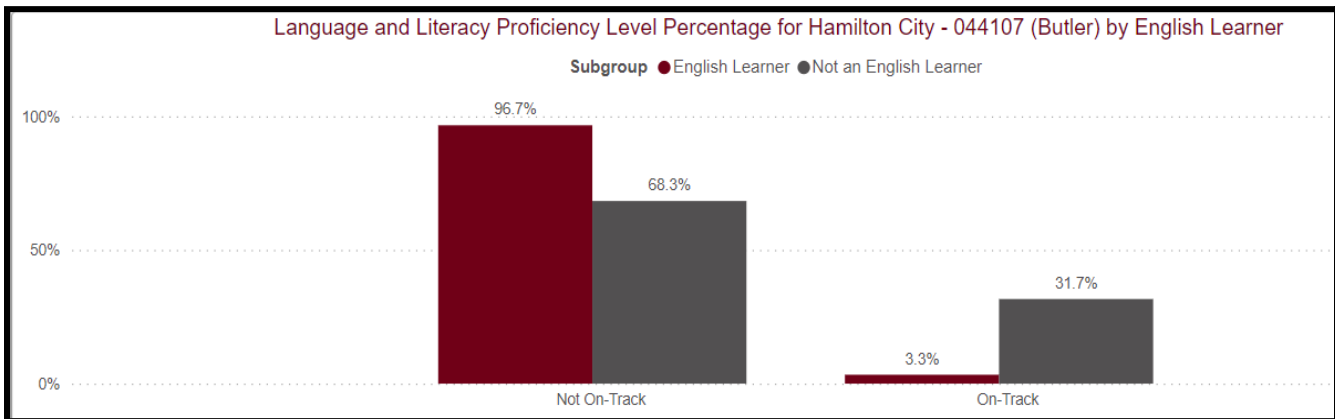
### KRA Data Language & Literacy Proficiency Levels For All Students 2022-2023



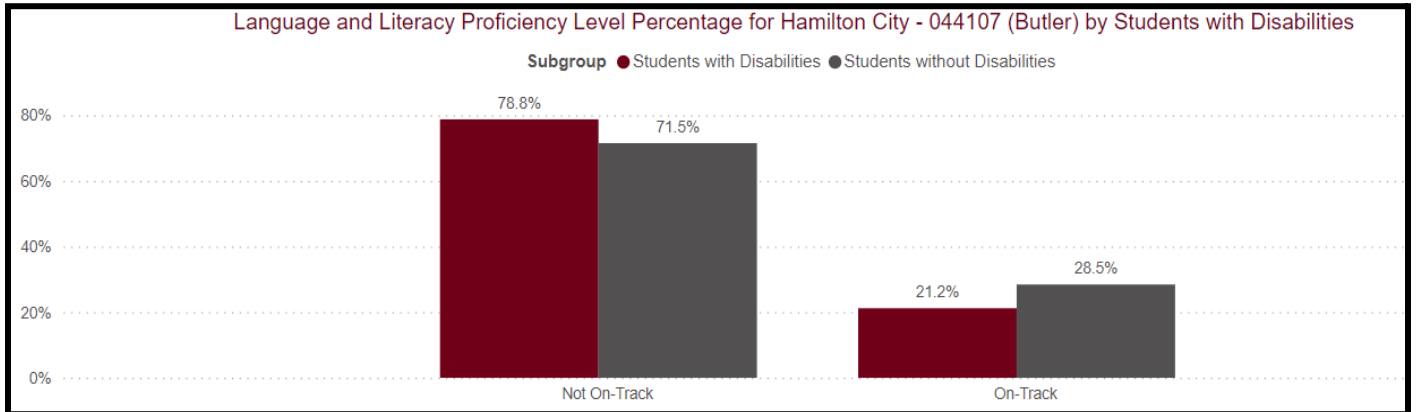
### KRA Data Language & Literacy Proficiency Levels By Race/Ethnicity 2022-2023



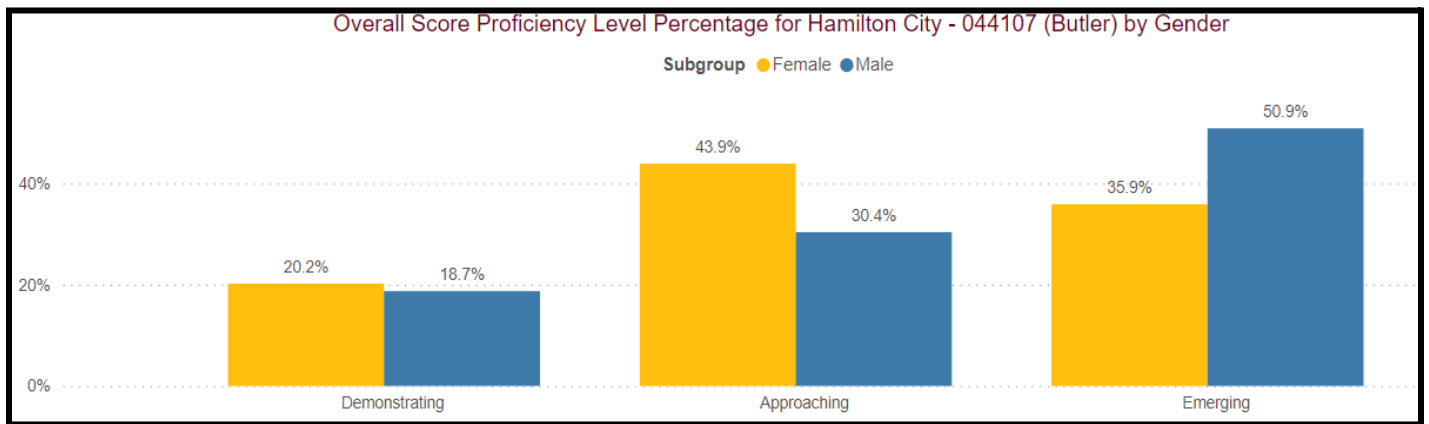
### KRA Data Language & Literacy Proficiency Levels By English La 2022-2023



### KRA Data Language & Literacy Proficiency Levels For Students w/ Disabilities 2022-2023



### KRA Data Language & Literacy Proficiency Levels By Gender 2022-2023



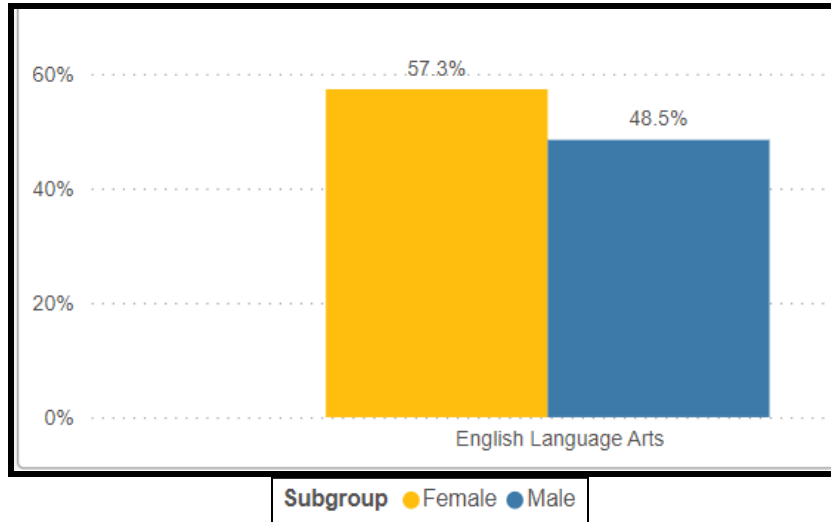
## Ohio's State Test for English Language Arts for Grades 3-8

Based on the trend data from the OST provided below, it's apparent that our students have consistently faced challenges in reaching the state average proficiency level. Additionally, the impact of COVID-related learning loss has been notable across grades 3-8, particularly evident from the 2020-2021 data, with grade three experiencing the most significant decline. However, our district has started to recover, as indicated in the chart below with the 2022-2023 data. Across all grades 3-8, there has been an improvement in the percentage of students achieving proficiency from 2020-2021 to 2022-2023. Specifically, there's a 13% increase in third grade, a 3% increase in fourth grade, a 2% increase in fifth grade, an 11% increase in sixth grade, an 11% increase in seventh grade, and a 7% improvement in eighth grade. With the full implementation of the RAP, we anticipate significant growth in our literacy scores over the next three to five years.

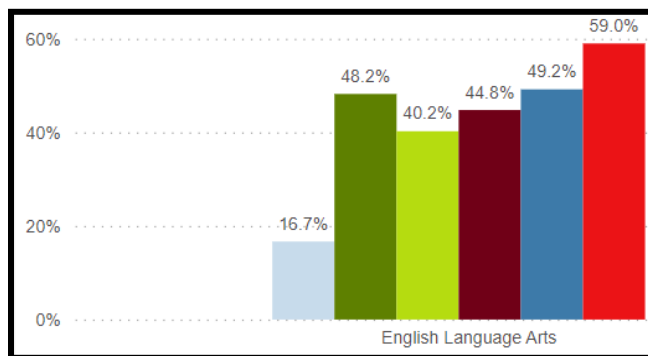
**District OST Data - English Language Arts for All Students in Grades 3-8**

ELA 3	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022	*2022-2023	Gap Closing	Achievement Improvement
3rd: % Proficient +	46%	59%	52%	59%		37%	47%	49%		2
3rd: State Average	55%	64%	61%	67%		52%	60%	62%		2
3rd: +/-	-9%	-5%	-9%	-8%		-15%	-13%	-13%	0	
ELA 4	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022	*2022-2023	Gap Closing	Achievement Improvement
4th: % Proficient +	49%	54%	55%	49%		44%	50%	48%		-2
4th: State Average	58%	63%	66%	63%		56%	63%	59%		-4
4th: +/-	-9%	-9%	-12%	-15%		-12%	-13%	-11%	2	
ELA 5	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022	*2022-2023	Gap Closing	Achievement Improvement
5th: % Proficient +	49%	60%	61%	64%		55%	57%	59%		2
5th: State Average	60%	68%	70%	70%		65%	64%	67%		3
5th: +/-	-11%	-8%	-9%	-6%		-10%	-7%	-8%	-1	
ELA 6	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022	*2022-2023	Gap Closing	Achievement Improvement
6th: % Proficient +	43%	55%	50%	48%		37%	50%	49%		-1
6th: State Average	54%	60%	60%	56%		52%	56%	55%		-1
6th: +/-	-11%	-5%	-10%	-8%		-15%	-6%	-6%	0	
ELA 7	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022	*2022-2023	Gap Closing	Achievement Improvement
7th: % Proficient +	44%	52%	58%	65%		55%	59%	66%		7
7th: State Average	54%	59%	64%	68%		60%	60%	65%		5
7th: +/-	-10%	-7%	-6%	-2%		-5%	-1%	1%	2	
ELA 8	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022	*2022-2023	Gap Closing	Achievement Improvement
8th: % Proficient +	43%	43%	46%	51%		44%	44%	48%		4
8th: State Average	48%	50%	55%	58%		53%	53%	58%		5
8th: +/-	-4%	-7%	-8%	-7%		-9%	-9%	-10%	1	

**District OST Data By Gender Language Arts % Proficient for Grades 3-8; 2022-2023**

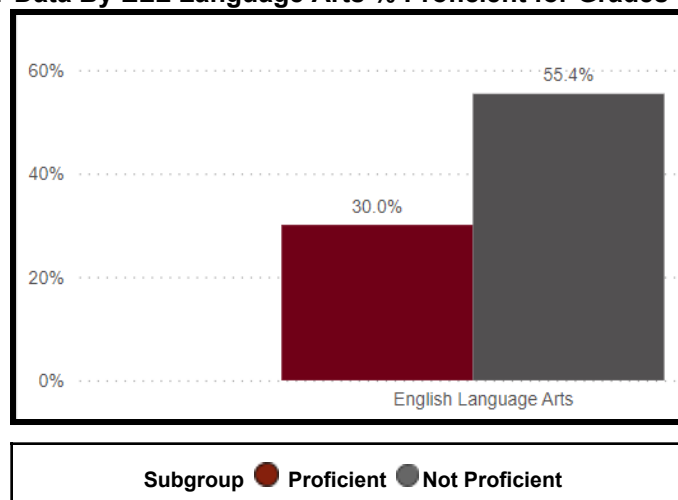


**District OST Data By Race/Ethnicity Language Arts % Proficient for Grades 3-8; 2022-2023**



Subgroup ● American Indian or Alaskan Native ● Asian or Pacific Islander ● Black, Non-Hispanic ● Hispanic ● Multiracial ● White, Non-Hispanic

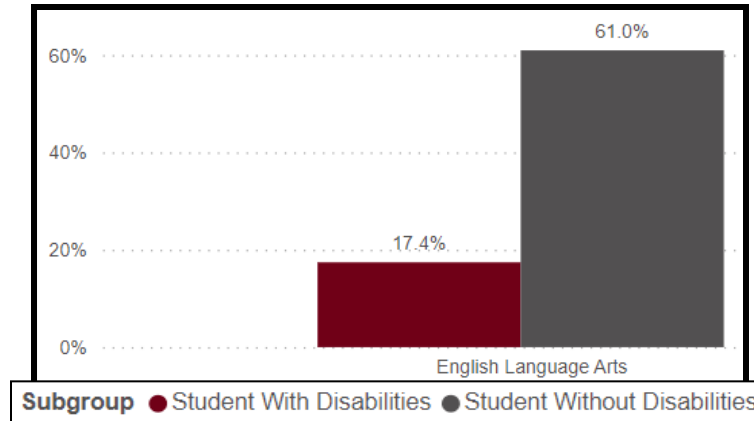
**District OST Data By ELL Language Arts % Proficient for Grades 3-8; 2022-2023**



Subgroup ● Proficient ● Not Proficient



**District OST Data For Students w/ Disabilities Language Arts % Proficient for Grades 3-8; 2022-2023**

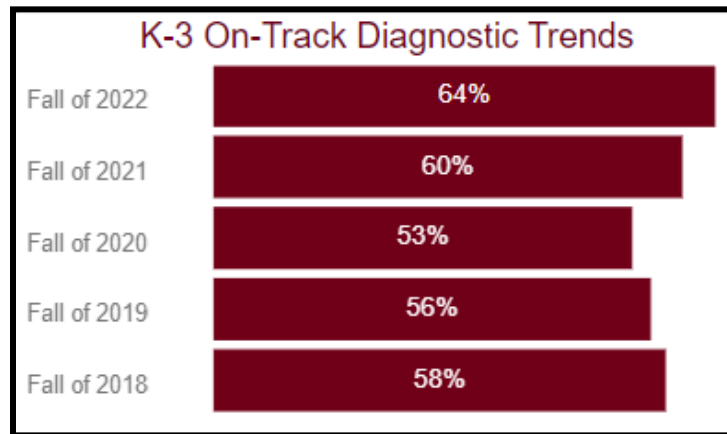


**K-3 Reading Diagnostic (Including subscores by grade level)**

The Hamilton City School District has historically embraced balanced literacy practices. However, starting in the 2021-2022 school year, we initiated a shift towards structured literacy instruction. This transition initially involved incorporating explicit teaching of phonics and phonemic awareness, particularly in our primary grades. The impact of this shift is clearly reflected in our data, showcasing an immediate improvement in student achievement. As a district, we understand the need for such a shift in instruction. We continue to bridge the gap between where we were in instruction to where we need to be long term. We are currently analyzing comprehensive programs and eagerly await the HQIM list to be released from the state so that we can move forward with the full implementation of a curricular program that fully supports the Science of Reading and structured literacy practices. Our commitment to supporting teachers through ongoing staff training and instructional coaching has significantly influenced the implementation of evidence-based practices in classrooms. This continuous effort has played a crucial role in promoting structured literacy practices across the district.

The data presented in the image below illustrates the challenges faced due to the disruptions caused by COVID-19. Despite these setbacks, we are pleased to highlight the progress made over the past two years, with an impressive 11% increase in the percentage of "on-track" students in grades K-3. This underscores our dedication to narrowing educational gaps and fostering student success.

**K-3 On-Track Diagnostic District Trends**

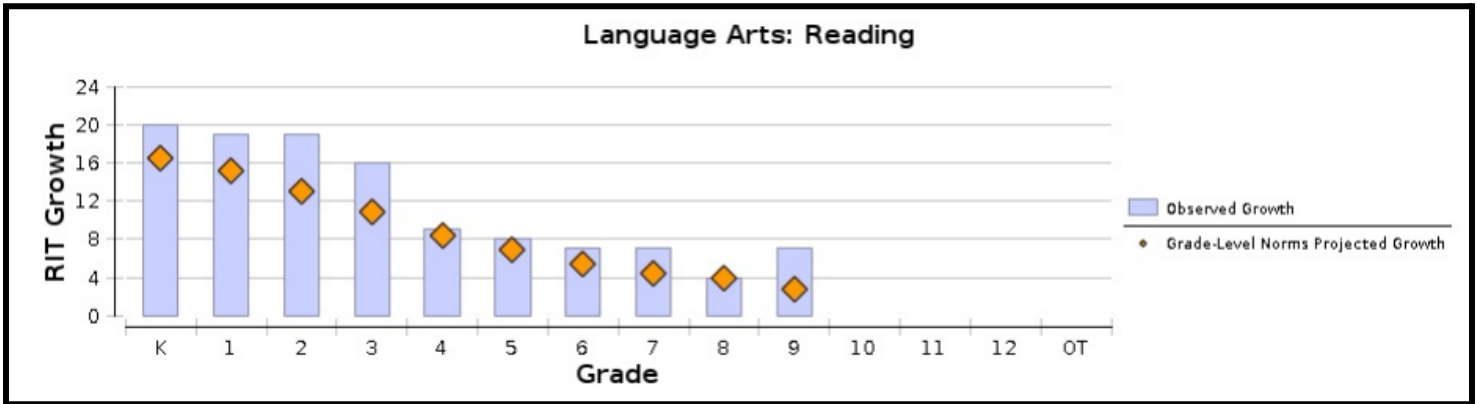


**NWEA Language Arts MAP District Data Fall to Spring 2022-2023**

The diagnostic data from the 2022-2023 school year reveals promising outcomes in grades K-3. Each grade level has surpassed the anticipated growth, enabling our students to narrow the gaps in achievement percentile rankings when compared to their peers nationwide who underwent the same assessment. While this diagnostic information provides valuable insights into the growth and achievement of all grades K-3 and beyond, we've also introduced the DIBELS 8th

dyslexia screener for grades K-3 to further gauge and enhance the foundational skills necessary for students to develop into confident readers. The DIBELS subtests offer efficient measures of processing speed, phonological awareness, and the alphabetic principle, contributing to a comprehensive understanding of our students' academic progress.

Language Arts: Reading																	
Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	582	135.5	8.8	41	155.6	12.5	68	20	0.4	16.6	1.45	93	582	380	65	70	
1	636	153.2	12.5	31	171.8	13.9	52	19	0.4	15.2	1.34	91	636	398	63	63	
2	568	164.2	16.2	10	183.0	16.5	36	19	0.5	13.0	2.32	99	568	371	65	70	
3	596	177.5	17.6	10	193.8	17.0	32	16	0.5	10.9	2.55	99	596	395	66	72	



### NWEA Language Arts MAP District Data By Gender Fall to Spring 2022-2023

Language Arts: Reading																	
Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	582	135.5	8.8	41	155.6	12.5	68	20	0.4	16.6	1.45	93	582	380	65	70	
FEMALE	283	136.4	8.7	48	156.7	12.0	75	20	0.6	16.5	1.57	94	283	187	66	71	
MALE	299	134.7	8.9	36	154.5	12.9	60	20	0.6	16.6	1.30	90	299	193	65	69	
1	636	153.2	12.5	31	171.8	13.9	52	19	0.4	15.2	1.34	91	636	398	63	63	
FEMALE	328	153.7	12.2	34	171.4	13.3	50	18	0.5	15.3	0.96	83	328	197	60	58	
MALE	308	152.7	12.8	28	172.2	14.6	55	20	0.5	15.2	1.71	96	308	201	65	69	
2	568	164.2	16.2	10	183.0	16.5	36	19	0.5	13.0	2.32	99	568	371	65	70	
FEMALE	280	164.1	16.8	10	182.8	16.7	35	19	0.7	13.0	2.28	99	280	176	63	69	
MALE	288	164.4	15.6	11	183.1	16.3	36	19	0.7	13.0	2.28	99	288	195	68	70	
3	596	177.5	17.6	10	193.8	17.0	32	16	0.5	10.9	2.55	99	596	395	66	72	
FEMALE	286	179.3	17.2	15	195.5	16.2	41	16	0.6	10.8	2.54	99	286	201	70	74	
MALE	310	175.9	17.7	7	192.1	17.5	24	16	0.7	11.0	2.47	99	310	194	63	71	

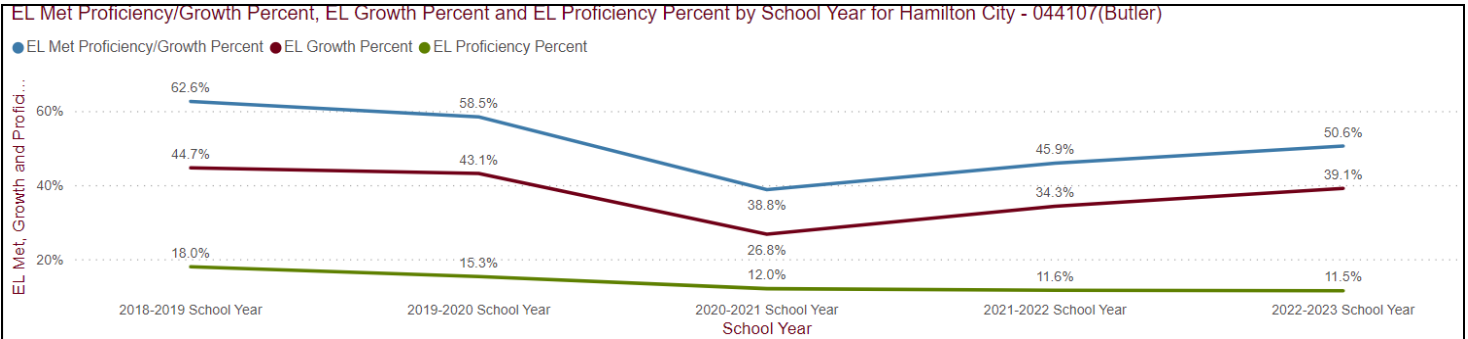
## NWEA Language Arts MAP District Data By Race/Ethnicity Fall to Spring 2022-2023

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
<b>K</b>	<b>582</b>	<b>135.5</b>	<b>8.8</b>	<b>41</b>	<b>155.6</b>	<b>12.5</b>	<b>68</b>	<b>20</b>	<b>0.4</b>	<b>16.6</b>	<b>1.45</b>	<b>93</b>	<b>582</b>	<b>380</b>	<b>65</b>	<b>70</b>	
American Indian	1	*			*			*					*				
Asian	6	*			*			*					*				
Black or African American	67	135.3	7.0	40	152.3	10.7	44	17	1.2	16.6	0.17	57	67	35	52	50	
Caucasian	294	137.7	8.6	58	159.1	12.2	87	22	0.6	16.3	2.08	98	294	210	71	77	
Hawaiian or Other Pacific Islander	6	*			*			*					*				
Hispanic or Latino	143	131.1	8.6	15	150.0	10.9	28	19	0.8	17.0	0.77	78	143	83	58	59	
Multi-ethnic	65	136.7	8.6	50	155.6	14.1	68	19	1.4	16.4	1.01	84	65	43	66	73	
<b>1</b>	<b>636</b>	<b>153.2</b>	<b>12.5</b>	<b>31</b>	<b>171.8</b>	<b>13.9</b>	<b>52</b>	<b>19</b>	<b>0.4</b>	<b>15.2</b>	<b>1.34</b>	<b>91</b>	<b>636</b>	<b>398</b>	<b>63</b>	<b>63</b>	
American Indian	1	*			*			*					*				
Asian	6	*			*			*					*				
Black or African American	60	150.5	12.8	16	168.8	14.4	34	18	1.0	15.0	1.32	91	60	39	65	66	
Caucasian	339	156.1	12.3	51	174.4	13.7	68	18	0.5	15.5	1.12	87	339	205	60	61	
Hawaiian or Other Pacific Islander	10	146.8	12.2	5	167.1	12.7	25	20	2.2	14.6	2.24	99	10	6	60	81	
Hispanic or Latino	155	148.3	11.8	8	167.5	13.5	27	19	0.8	14.8	1.75	96	155	103	66	65	
Multi-ethnic	65	154.0	10.3	36	172.0	13.5	54	18	1.1	15.3	1.07	86	65	39	60	56	
<b>2</b>	<b>568</b>	<b>164.2</b>	<b>16.2</b>	<b>10</b>	<b>183.0</b>	<b>16.5</b>	<b>36</b>	<b>19</b>	<b>0.5</b>	<b>13.0</b>	<b>2.32</b>	<b>99</b>	<b>568</b>	<b>371</b>	<b>65</b>	<b>70</b>	
American Indian	2	*			*			*					*				
Asian	8	*			*			*					*				
Black or African American	57	162.7	15.1	7	183.2	15.7	37	21	1.9	12.9	3.01	99	57	38	67	75	
Caucasian	322	166.3	17.1	18	184.8	17.1	46	18	0.6	13.0	2.17	99	322	212	66	70	
Hawaiian or Other Pacific Islander	5	*			*			*					*				
Hispanic or Latino	122	159.0	13.1	2	178.2	15.0	15	19	1.1	12.8	2.54	99	122	78	64	71	
Multi-ethnic	52	164.7	15.8	12	183.4	15.3	38	19	1.5	13.0	2.27	99	52	33	63	69	
<b>3</b>	<b>596</b>	<b>177.5</b>	<b>17.6</b>	<b>10</b>	<b>193.8</b>	<b>17.0</b>	<b>32</b>	<b>16</b>	<b>0.5</b>	<b>10.9</b>	<b>2.55</b>	<b>99</b>	<b>596</b>	<b>395</b>	<b>66</b>	<b>72</b>	
American Indian	1	*			*			*					*				
Asian	3	*			*			*					*				
Black or African American	75	172.9	15.5	3	190.1	16.5	16	17	1.1	11.1	2.88	99	75	52	69	76	
Caucasian	327	181.3	17.3	23	197.4	16.5	52	16	0.6	10.7	2.53	99	327	221	68	72	
Hawaiian or Other Pacific Islander	4	*			*			*					*				
Hispanic or Latino	129	171.2	15.9	2	186.8	16.4	8	16	1.0	11.2	2.09	98	129	79	61	67	
Multi-ethnic	57	175.6	19.4	6	192.9	16.7	28	17	1.9	11.0	2.98	99	57	37	65	80	

## The Ohio English Language Proficiency (OELPA)

The data from Hamilton City Schools indicates a notable adverse effect on our English Learner (EL) students during the COVID period, and these challenges persist as we strive to narrow those disparities. To address this issue, our district has introduced ELLlevation, an exemplary set of instructional resources accessible to both our EL specialists and content area staff. We are dedicated to enhancing the capabilities of our teachers to support multilingual learners and equipping students with the academic language skills essential for success in their educational journey.

### OELPA District Data By District 2022-2023



EL Met Proficiency/Growth Percent, EL Growth Percent and EL Proficiency Percent by School Year for Hamilton City - 044107(Butler)

Select a School Year:	District IRN	EL Student Count	EL Students Included	EL Proficiency Student Count	EL Proficiency Percent	EL Growth Student Count	EL Growth Percent	EL Met Proficiency/Growth Student Count	EL Met Proficiency/Growth Percent
2022-2023 School Year	044107	601	601	69	11.5%	235	39.1%	304	50.6%
2021-2022 School Year	044107	516	516	60	11.6%	177	34.3%	237	45.9%
2020-2021 School Year	044107	523	523	63	12.0%	140	26.8%	203	38.8%
2019-2020 School Year	044107	496	496	76	15.3%	214	43.1%	290	58.5%
2018-2019 School Year	044107	479	479	86	18.0%	214	44.7%	300	62.6%

### OELPA District Data By Gender 2022-2023

Count of Students Meeting Growth or Proficiency Target by Gender

School Year	District IRN	Student Subgroup	Included Student Count	Met Growth Count	Growth Percent	Met Proficient Count	Proficient Percent	Met Growth or Proficient Count	Met Growth or Proficient Percent
2022-2023 School Year	044107	Female	277.0	115	41.5%	32	11.6%	147	53.1%
2022-2023 School Year	044107	Male	324.0	120	37.0%	37	11.4%	157	48.5%
2021-2022 School Year	044107	Female	225.0	72	32.0%	32	14.2%	104	46.2%
2021-2022 School Year	044107	Male	291.0	105	36.1%	28	9.6%	133	45.7%
2020-2021 School Year	044107	Female	233.0	62	26.6%	35	15.0%	97	41.6%
2020-2021 School Year	044107	Male	290.0	78	26.9%	28	9.7%	106	36.6%
2019-2020 School Year	044107	Female	217.0	90	41.5%	44	20.3%	134	61.8%
2019-2020 School Year	044107	Male	279.0	124	44.4%	32	11.5%	156	55.9%

### OELPA District Data By Race/Ethnicity 2022-2023

Count of Students Meeting Growth or Proficiency Target by Race

School Year	District IRN	Student Subgroup	Included Student Count	Met Growth Count	Growth Percent	Met Proficient Count	Proficient Percent	Met Growth or Proficient Count	Met Growth or Proficient Percent
2022-2023 School Year	044107	American Indian or Alaskan Native	5.0	1	20.0%	0	0.0%	1	20.0%
2022-2023 School Year	044107	Asian or Pacific Islander	37.0	17	45.9%	7	18.9%	24	64.9%
2022-2023 School Year	044107	Black, Non-Hispanic	15.0	5	33.3%	3	20.0%	8	53.3%
2022-2023 School Year	044107	Hispanic	534.0	207	38.8%	56	10.5%	263	49.3%
2022-2023 School Year	044107	Multiracial	2.0	0	0.0%	1	50.0%	1	50.0%
2022-2023 School Year	044107	White, Non-Hispanic	8.0	5	62.5%	2	25.0%	7	87.5%
2021-2022 School Year	044107	American Indian or Alaskan Native	5.0	3	60.0%	0	0.0%	3	60.0%
2021-2022 School Year	044107	Asian or Pacific Islander	27.0	14	51.9%	6	22.2%	20	74.1%

Count of Students Meeting Growth or Proficiency Target by Students with Disabilities

School Year	District IRN	Student Subgroup	Included Student Count	Met Growth Count	Growth Percent	Met Proficient Count	Proficient Percent	Met Growth or Proficient Count	Met Growth or Proficient Percent
2022-2023 School Year	044107	Students with Disabilities	113.0	42	37.2%	3	2.7%	45	39.8%
2022-2023 School Year	044107	Students without Disabilities	488.0	193	39.5%	66	13.5%	259	53.1%
2021-2022 School Year	044107	Students with Disabilities	97.0	29	29.9%	4	4.1%	33	34.0%
2021-2022 School Year	044107	Students without Disabilities	419.0	148	35.3%	56	13.4%	204	48.7%
2020-2021 School Year	044107	Students with Disabilities	83.0	25	30.1%	0	0.0%	25	30.1%
2020-2021 School Year	044107	Students without Disabilities	440.0	115	26.1%	63	14.3%	178	40.5%
2019-2020 School Year	044107	Students with Disabilities	89.0	38	42.7%	2	2.2%	40	44.9%
2019-2020 School Year	044107	Students without Disabilities	407.0	176	43.2%	74	18.2%	250	61.4%

## Alternate Assessment for Students with Significant Cognitive Disabilities

Hamilton City School District AASCD Data					
	Grade	2021-2022	# of students	2022-2023	# of students
<b>State % Proficient</b>	3rd	38%	1202	34%	1091
	4th	36%	1154	32%	1179
	5th	40%	1215	24%	1084
	6th	32%	1234	26%	1130
<b>District % Proficient</b>	3rd	58%	12	43%	7
	4th	69%	13	33%	12
	5th	42%	12	62%	13
	6th	40%	10	33%	19
<b>Bridgeport</b>	3rd	33%	3	0%	1
	4th	0%	2	0%	3
	5th	NA	NA	0%	2
	6th	NA	NA	NA	NA
<b>Brookwood</b>	3rd	0%	1	50%	2
	4th	100%	2	100%	1
	5th	NA	NA	100%	2
	6th	NA	NA	NA	NA
<b>Crawford Woods</b>	3rd	NA	NA	NA	NA
	4th	100%	2	100%	1
	5th	NA	NA	100%	2
	6th	NA	NA	NA	NA
<b>Fairwood</b>	3rd	100%	2	50%	2
	4th	NA	NA	50%	2
	5th	NA	NA	NA	NA
	6th	NA	NA	NA	NA
<b>Highland</b>	3rd	50%	2	NA	NA
	4th	0%	2	0%	2

	5th	NA	NA	50%	2
	6th	NA	NA	NA	NA
<b>Linden</b>	3rd	75%	4	0%	1
	4th	100%	4	33%	3
	5th	NA	NA	75%	4
	6th	NA	NA	0%	1
<b>Ridgeway</b>	3rd	NA	NA	NA	NA
	4th	NA	NA	NA	NA
	5th	NA	NA	NA	NA
	6th	NA	NA	NA	NA
<b>Riverview</b>	3rd	NA	NA	100%	1
	4th	NA	NA	NA	NA
	5th	NA	NA	NA	NA
	6th	NA	NA	NA	NA
<b>Garfield</b>	3rd	NA	NA	NA	NA
	4th	NA	NA	NA	NA
	5th	50%	6	NA	NA
	6th	33%	6	0%	3
<b>Wilson</b>	3rd	NA	NA	NA	NA
	4th	100%	1	NA	NA
	5th	40%	5	0%	1
	6th	50%	4	60%	5

### Alternate Assessment District Data by Race/Ethnicity & Gender - Grade 3 - 2022-2023

Breakdown of **Grade 3 English Language Arts** (2022-2023 (AASCD)), by English Learner (EL), Ethnicity and Gender: Hamilton City SD, 2022-2023  
 Filtered By School: All Schools | Test Reasons: 2022-2023 (AASCD) |

Breakdown				Total	Total			
View Details	English Learner (EL)	Ethnicity	Gender		Student Count	Average Scale Score	Performance Distribution	Percent Proficient
	All	All	All	7	462 <i>i</i>	 Percent Count: 57% 4, 14% 1, 29% 2	43%	
	No	White	Male	3	428 <i>i</i>	 Percent Count: 67% 2, 33% 1	33%	
	No	White	Female	2	494 <i>i</i>	 Percent Count: 50% 1, 50% 1	50%	
	Yes	Hispanic or Latino	Male	1	503 <i>i</i>	 Percent Count: 100% 1	100%	
	No	Hispanic or Latino	Male	1	457 <i>i</i>	 Percent Count: 100% 1	0%	

Reading Informational Text | Reading Literature | Writing and Language

### Alternate Assessment District Data by Race/Ethnicity & Gender - Grade 4 - 2022-2023

Breakdown of **Grade 4 English Language Arts** (2022-2023 (AASCD)), by English Learner (EL), Ethnicity and Gender: Hamilton City SD, 2022-2023  
 Filtered By School: All Schools | Test Reasons: 2022-2023 (AASCD) |

Breakdown				Total	Total			
View Details	English Learner (EL)	Ethnicity	Gender		Student Count	Average Scale Score	Performance Distribution	Percent Proficient
	All	All	All	12	471 <i>i</i>	 Percent Count: 33% 4, 33% 4, 25% 3, 8% 1	33%	
	No	White	Male	7	442 <i>i</i>	 Percent Count: 57% 4, 29% 2, 14% 1	14%	
	No	White	Female	2	505 <i>i</i>	 Percent Count: 50% 1, 50% 1	50%	
	Yes	Hispanic or Latino	Female	1	511 <i>i</i>	 Percent Count: 100% 1	100%	
	No	Two or more races	Male	1	491 <i>i</i>	 Percent Count: 100% 1	0%	
	Yes	Hispanic or Latino	Male	1	543 <i>i</i>	 Percent Count: 100% 1	100%	

Reading Informational Text | Reading Literature | Writing and Language

### Alternate Assessment District Data by Race/Ethnicity & Gender - Grade 5 - 2022-2023

Breakdown of **Grade 5 English Language Arts** (2022-2023 (AASCD)), by English Learner (EL), Ethnicity and Gender: Hamilton City SD, 2022-2023  
 Filtered By School: All Schools | Test Reasons: 2022-2023 (AASCD) |

Breakdown				Total	Total			Reading Informational Text	Reading Literature	Writing and Language
View Details	English Learner (EL)	Ethnicity	Gender		Student Count	Average Scale Score	Performance Distribution			
<a href="#">View Details</a>	All	All	All	13	495	 Percent Count: 23% 3, 15% 2, 23% 3, 23% 3, 15% 2	62%			
<a href="#">View Details</a>	No	White	Male	6	512	 Percent Count: 33% 2, 50% 3, 17% 1	67%			
<a href="#">View Details</a>	No	Black or African American	Male	4	525	 Percent Count: 25% 1, 75% 3	75%			
<a href="#">View Details</a>	No	Hispanic or Latino	Female	1	243	 Percent Count: 100% 1	0%			
<a href="#">View Details</a>	No	Hispanic or Latino	Male	1	416	 Percent Count: 100% 1	0%			
<a href="#">View Details</a>	No	White	Female	1	605	 Percent Count: 100% 1	100%			

### Alternate Assessment District Data by Race/Ethnicity & Gender - Grade 6 - 2022-2023

Breakdown of **Grade 6 English Language Arts** (2022-2023 (AASCD)), by English Learner (EL), Ethnicity and Gender: Hamilton City SD, 2022-2023  
 Filtered By School: All Schools | Test Reasons: 2022-2023 (AASCD) |

Breakdown				Total	Total			Reading Informational Text	Reading Literature	Writing and Language
View Details	English Learner (EL)	Ethnicity	Gender		Student Count	Average Scale Score	Performance Distribution			
<a href="#">View Details</a>	All	All	All	9	476	 Percent Count: 33% 3, 33% 3, 22% 2, 11% 1	33%			
<a href="#">View Details</a>	No	White	Male	6	494	 Percent Count: 17% 1, 33% 2, 33% 2, 17% 1	50%			
<a href="#">View Details</a>	No	Hispanic or Latino	Female	2	425	 Percent Count: 100% 2	0%			
<a href="#">View Details</a>	No	White	Female	1	470	 Percent Count: 100% 1	0%			



## 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.*

In Hamilton City Schools, we recognize a multitude of **internal factors** that contribute to low reading scores, and we prioritize addressing each of them systematically. Here are the key elements shaping our approach:

### *Evidence-Based Curricular Resources:*

A critical factor influencing low reading scores is the absence of evidence-based curriculum. We acknowledge the importance of aligning our instructional materials with proven methodologies, ensuring that our students receive the most effective and research-backed educational resources. Moreover, we must ensure that our curricular resources are high quality and support the Science of Reading practices.

### *Instructional Practices:*

The effectiveness of instructional practices plays a pivotal role in shaping reading outcomes. We understand that refining and aligning teaching methods with evidence-based practices is essential. By emphasizing these approaches, we aim to enhance the overall quality of instruction, thereby positively impacting reading scores. We aim to educate our entire staff on structured literacy practices, which are systematic and cumulative.

### *Student Behavior:*

Recognizing the influence of student behavior on academic performance, we address this aspect as an integral component of our strategy. By fostering a positive and inclusive learning environment, we aim to mitigate behavioral challenges and create conditions conducive to optimal learning experiences. When looking specifically at primary grades K-3, in the school year 2022-2023, Hamilton had 414 students emergency removed from school which was an increase from 355 students the year prior. Over 90% of these removals were directly related to disruptive behavior. This impacts not only the learning of the child removed but also the learning environment of his/her peers.

### *Staff Shortages & Turnover:*

We face difficulty in recruiting and retaining qualified teachers. 30.6% of our teaching staff has less than 2 years of experience, which is echoed amongst our building principals, with 31.3% with 2 years or less of experience. This requires our district to be aware of constant turnover and the need to continually keep staff abreast of the ever-changing demands in education and instruction specifically. Furthermore, the average teacher in our district has 9 years of total experience.

In Hamilton City Schools, we also recognize **external factors** that contribute to low reading scores. While the first step is identifying these obstacles, it is our commitment to working collaboratively with all stakeholders in overcoming these for the well-being of our students.

### *Poverty Rates:*

Economic factors, particularly high poverty rates, significantly impact the educational landscape. We are attentive to the challenges posed by these economic conditions, including limited access to resources, books, and a supportive home environment. Our strategies aim to bridge these gaps and provide equitable opportunities for all students. Currently, 100% of our students receive free lunch.

### *High-Quality Preschool Experience:*

We acknowledge the foundational importance of early childhood education. The absence of high-quality preschool experiences can impact a child's readiness for reading in later years. Our commitment involves enhancing access

to quality early childhood education programs, ensuring that every child starts their educational journey with a strong foundation. Currently, less than 25% of our students attend preschool prior to entering kindergarten.

*English Language Learners:*

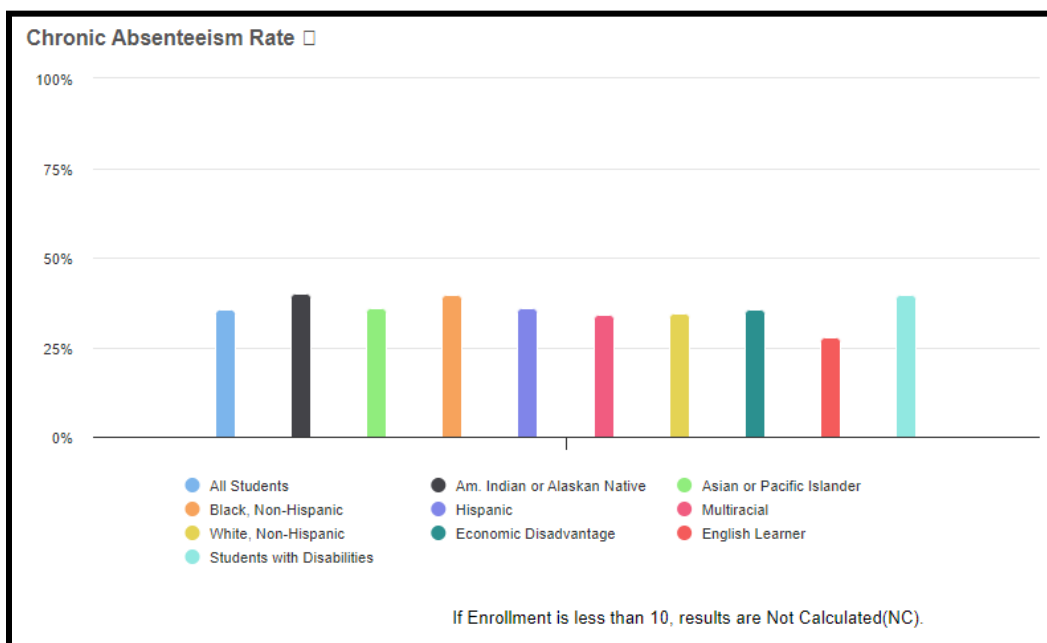
We are faced with rapidly increasing numbers of students for whom English is a second language, requiring additional support staff and training for current staff. We need to provide staff with strategies to address the diverse cultural and linguistic backgrounds of students.

*Parental Involvement:*

Challenges in engaging parents in their children's reading development are crucial elements of supporting all children.

*Transience, Mobility, & Absenteeism:*

We are challenged with high student mobility and high absenteeism rates, making it challenging to provide consistent reading interventions. 35.4% of all students have chronic absenteeism, 14.2% is our overall district mobility rate, and our overall attendance rate is 89.2%, which indicates that out of 8934 students only 7969 are consistently present.



In conclusion, a comprehensive understanding and targeted approach to these internal and external factors are vital for our district's overarching strategy to enhance reading achievement in our schools and community. In tackling these identified factors comprehensively, Hamilton City Schools aims to create an educational environment that is conducive to improved reading scores for all students. Through evidence-based practices, targeted interventions, and a commitment to equity, we strive to empower our students with the skills and support needed for success in their academic journey.

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

Reading achievement in the Hamilton City School District is a complex issue. This root cause analysis aims to explore the multifaceted factors contributing to low reading achievement.

Socioeconomic Factors:

*Observation:* Many students in the Hamilton City School District come from low-income families, which may limit access to educational resources, a conducive home learning environment, and extracurricular activities that promote literacy.

*Root Cause:* The socioeconomic status of students significantly affects their exposure to language-rich environments and educational opportunities. Limited access to books, technology, and educational support at home can hinder the development of strong reading skills.

Misaligned Early Literacy Programs:

*Observation:* Prior to 2022, the Hamilton City School District lacked comprehensive early literacy programs, including phonics instruction, reading interventions, and individualized support for struggling readers.

*Root Cause:* Inadequate early literacy initiatives can lead to gaps in foundational skills, making it challenging for students to progress in reading. A lack of targeted interventions may result in persistent difficulties for struggling readers.

Language Barriers:

*Observation:* A significant number of our students come from homes where English is not the primary language, leading to language barriers that impact reading comprehension and vocabulary development.

*Root Cause:* Limited proficiency in the English language may impede students' ability to understand and engage with reading materials. Additional support for English language learners is essential to bridge the language gap.

Lack of Parental Involvement:

*Observation:* There is a lack of parental involvement in students' literacy development, including limited participation in reading-related activities at home and insufficient communication between parents and teachers.

*Root Cause:* Parental involvement is crucial for reinforcing literacy skills outside the classroom. The absence of a collaborative partnership between parents and teachers may hinder students' progress in reading.

Inadequate Learning Resources:

*Observation:* Prior to 2022, the Hamilton City School District lacked sufficient and up-to-date learning resources aligned to the Science of Reading, including decodable books, and other materials that promote a rich reading environment.

*Root Cause:* A scarcity of learning resources can limit students' exposure to diverse reading materials and hinder their engagement with different genres and topics, impacting their overall reading proficiency.

In conclusion, the low reading achievement in the Hamilton City School District is a multifaceted issue with interconnected root causes. Addressing these factors requires a comprehensive and collaborative approach involving educators,

administrators, parents, and the community. Implementing targeted interventions through MTSS, providing professional development for teachers, promoting parental involvement, and enhancing learning resources are critical steps toward improving reading outcomes for students in the Hamilton City School District. This Reading Achievement Plan aims to address these issues.

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

*Describe the measurable learner performance goals addressing learners' needs 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.*

Overarching Goal	
<p><b>Overarching Goal Statement:</b> By 2025, our goal is to enhance the performance of all students across every grade in Hamilton City. We aim for a 5.00% increase in English Language Arts (ELA), measured by the State Report Card's Performance Index. Additionally, we will assess the Reading/Literacy - NWEA MAP scores for all students, striving for an annual cumulative improvement of 1 year.</p> <ul style="list-style-type: none"> <li>• By the end of July 2024, Hamilton City Schools will establish and put into operation a comprehensive Multi-Tiered System of Support (MTSS) within our elementary buildings.</li> <li>• Every K-6 staff member will incorporate Structured Literacy instruction based on The Science of Reading.</li> <li>• All K-2 staff members will ensure equitable access to explicit Tier 1 Phonics instruction for every student.</li> <li>• All staff members will deliver consistent and explicit small group literacy instruction to targeted tier 2/3 students in grades K-6. This approach aims to address the needs of all students, including, but not limited to, English Language Learners and students receiving specially designed instruction.</li> <li>• Every school will implement the comprehensive system outlined in our HCSD MTSS Guidebook for identifying and progress monitoring students across all instructional tiers.</li> <li>• Each PK-6 building will establish a dedicated instructional coaching team comprising one member for math and one for literacy. This team will consistently convene to analyze data, offer professional development, and oversee the implementation of district essentials/frameworks, utilizing evidence-based Tier 1, 2, and 3 strategies.</li> <li>• All building and district administrators will enhance their instructional knowledge through specialized professional development, monthly instruction meetings, coaching sessions, and district/building walkthroughs. This approach is designed to facilitate the implementation of evidence-based Tier 1, 2, and 3 strategies.</li> </ul>	
Kindergarten	
<p><b>Goal #1:</b> By the spring of 2024, 80% of kindergarten students will meet or exceed 1 year of growth on NWEA MAP Reading Growth.</p>	<p><b>Goal #2:</b> By the spring of 2024, 75% of kindergarten students will meet or exceed benchmark goals measured by Amplify DIBELS 8th Edition composite score.</p>
First Grade	
<p><b>Goal #3:</b> By the spring of 2024, 80% of first grade students will meet or exceed 1 year of growth on NWEA MAP Reading Growth.</p>	<p><b>Goal #4:</b> By the spring of 2024, 75% of first grade students will meet or exceed benchmark goals measured by Amplify DIBELS 8th Edition composite score.</p>
Second Grade	

<b>Goal #5:</b> By the spring of 2024, 80% of second grade students will meet or exceed 1 year of growth on NWEA MAP Reading Growth.	<b>Goal #6:</b> By the spring of 2024, 75% of second grade students will meet or exceed benchmark goals measured by Amplify DIBELS 8th Edition composite score.
<b>Third Grade</b>	
<b>Goal #7:</b> By the spring of 2024, 80% of third grade students will meet or exceed 1 year of growth on NWEA MAP Reading Growth.	<b>Goal #8:</b> By the spring of 2024, 75% of third grade students will meet or exceed benchmark goals measured by Amplify DIBELS 8th Edition composite score.

**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 Action Map**

**Goal Statement:** By the spring of 2024, 80% of kindergarten students will meet or exceed 1 year of growth on NWEA MAP Reading Growth.

Evidence-Based Strategy or Strategies:

- Tier 1: Structured Literacy Instruction based on our HCSD Literacy Framework
- Tier 1: Phonics Instruction (Really Great Reading curriculum)
- Tier 2 & Tier 3: Amplify Intervention Activities, Orton Gillingham
- DIBELS 8th Edition Progress Monitoring

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Enhance the knowledge of HCSD staff in Structured Literacy and The Science of Reading.	Deliver instruction to students based on the Science of Reading/Simple View of Reading, emphasizing the crucial relationship between Decoding and Language Comprehension to achieve Reading Comprehension.	Implement the MTSS system to analyze data systematically and intentionally plan instruction across all tiers.  Utilize MTSS Intervention Plans to monitor interventions as outlined in Reading Improvement Monitoring Plans.
Timeline	August 2023-June 2024	August 2023-June 2024	August 2023-June 2024
Lead Person(s)	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title

	Action Step 1	Action Step 2	Action Step 3
	Teachers, ELL Teachers/Support	Teachers, ELL Teachers/Support	Teachers, ELL Teachers/Support. Related Services, School Psychologist
Resources Needed	ODE Dyslexia Professional Development, HCSD Structured Literacy Framework, Really Great Reading Curriculum Modules	HCSD Structured Literacy Framework, Really Great Reading Curriculum, Amplify Intervention Activities, Heggerty	HCSD MTSS Guidebook, HCSD MTSS training slide deck, NWEA MAP Reading data, Amplify DIBELS 8th Edition data, progress monitoring data, implementation data, HCSD Structured Literacy Framework, Really Great Reading Curriculum, Amplify Intervention Activities, Heggerty, HCSD Reading Improvement Monitoring Plans, MTSS Intervention Plans
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>All K-3 staff will complete the ODE Dyslexia Modules or Comprehensive Orton Gillingham training.</p> <p>All Elementary Administrators will attend the HCESC Science of Reading and Structured Literacy for Leader training. (2 day)</p> <p>District professional development days will include sessions focused on implementing instruction based on Structured Literacy and the Science of Reading.</p> <p>Instructional coaches will complete a book study on explicit instruction utilizing the book: <b>Explicit Instruction: Effective and Efficient Teaching</b> by Anita L. Archer and Charles A. Hughes.</p>	<p>Every K-6 staff member will incorporate Structured Literacy instruction based on The Science of Reading using our HCSD Structured Literacy Framework.</p> <p>All K-2 staff members will ensure equitable access to explicit Tier 1 Phonics instruction for every student using Really Great Reading curriculum.</p> <p>All staff members will deliver consistent and explicit small group literacy instruction to targeted tier 2/3 students in grades K-6 utilizing Really Great Reading Curriculum, Orton Gillingham, Decodable Readers, Amplify Intervention Activities, and NWEA MAP Continuum. This approach aims to address the needs of all students, including, but not limited to, students with Reading Improvement Monitoring Plans (RIMPS), English Language Learners,</p>	<p>All elementary buildings will establish an MTSS Multi-Disciplinary team, BLT, Grade Level teams and MTSS Student Support Teams.</p> <p>All elementary buildings will review data for school-wide trends.</p> <p>Grade-level teams will set initial intervention groups and schedules based on the Tiered Intervention model.</p> <p>Progress monitoring will occur bi-weekly for Tier 2 and Tier 3 students.</p> <p>Grade-level data meetings will be scheduled to review data, implement the decision-making process outlined in HCSD Decision Making Guide, and intentionally plan instruction/interventions.</p> <p>Student MTSS Interventions Plans will be used to monitor the implementation of interventions prescribed by</p>

	Action Step 1	Action Step 2	Action Step 3
		<p>and students receiving specially designed instruction.</p> <p>Teachers will use explicit instruction and the gradual release model.</p> <p>Professional development will take place at the building and the district level. PD will be led by building literacy coaches. It will include Structured Literacy Collaboration and Planning, Structured Literacy and the Essentials (HCSD Literacy Framework), Enhancing Tier 1 Instruction, EL Collaboration and Planning, Supporting Struggling Learners in EL, and Explicit Instruction.</p>	<p>K-3 Reading Improvement Plans (RIMPS). Decision-making and intentional planning will be informed by MTSS Intervention plans and RIMPS. Interventions will be adjusted as needed based on data.</p> <p>Professional development will be led by building administrators using the training slide deck developed at the district level. This PD includes understanding MTSS, data-based decision-making, multi-disciplinary teams, building teams, grade level teams, district MTSS intervention plans, and research-based interventions.</p>
Measure of Success	District administration, building administration, and literacy coaches will conduct walkthroughs.	<p>NWEA Math Growth RIT score will increase. NWEA Map Reading data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Data meetings and TBTs will evaluate formative data.</p> <p>Student progress monitoring will be reviewed for growth.</p>	<p>NWEA Math Growth RIT score will increase. NWEA Map Reading data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Data meetings and TBTs will evaluate formative data.</p> <p>Student progress monitoring will be reviewed for growth.</p> <p>RIMP Interventions monitored by student MTSS Intervention plans.</p>
Description of Funding	District General Instruction Funds, District Title Funds	District General Instruction Funds, District Title Funds	District General Instruction Funds, District Title Funds
Check-in/Review Date	<p>Check-Ins will be done monthly at curriculum meetings and literacy coaches' meetings. Data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Review will take place 6/2024.</p>	<p>NWEA data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Data meetings will regularly review incoming formative data.</p>	<p>NWEA data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Data meetings will regularly review incoming formative data.</p>

	Action Step 1	Action Step 2	Action Step 3
		Review will take place 6/2024.	RIMPS/MTSS Intervention Plans will be reviewed at building data meetings.  Review will take place 6/2024.

### **Goal # 2 Action Map**

**Goal Statement:** By the spring of 2024, 75% of kindergarten students will meet or exceed benchmark goals measured by Amplify DIBELS 8th Edition composite score. (Amplify DIBELS 8th Edition also serves as our Dyslexia Screener.)

Evidence-Based Strategy or Strategies:

- Tier 1: Structured Literacy Instruction based on our HCSD Literacy Framework
- Tier 1: Phonics Instruction (Really Great Reading curriculum)
- Tier 2 & Tier 3: Amplify Intervention Activities, Orton Gillingham
- DIBELS 8th Edition Progress Monitoring

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Enhance the knowledge of HCSD staff in Structured Literacy and The Science of Reading.	Deliver instruction to students based on the Science of Reading/Simple View of Reading, emphasizing the crucial relationship between Decoding and Language Comprehension to achieve Reading Comprehension.	Implement the MTSS system to analyze data systematically and intentionally plan instruction across all tiers.  Utilize MTSS Intervention Plans to monitor interventions as outlined in Reading Improvement Monitoring Plans.
Timeline	August 2023-June 2024	August 2023-June 2024	August 2023-June 2024
Lead Person(s)	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support
Resources Needed	ODE Dyslexia Professional Development, HCSD Structured Literacy	HCSD Structured Literacy Framework, Really Great Reading Curriculum, Amplify	HCSD MTSS Guidebook, HCSD MTSS training slide deck, NWEA MAP Reading data, Amplify DIBELS 8th



	Action Step 1	Action Step 2	Action Step 3
	Framework, Really Great Reading Curriculum Modules	Intervention Activities, Heggerty	Edition data, progress monitoring data, implementation data, HCSD Structured Literacy Framework, Really Great Reading Curriculum, Amplify Intervention Activities, Heggerty, Orton Gillingham, HCSD Reading Improvement Monitoring Plans, MTSS Intervention Plans
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>All K-3 staff will complete the ODE Dyslexia Modules or Comprehensive Orton Gillingham training.</p> <p>All Elementary Administrators will attend the HCESC Science of Reading and Structured Literacy for Leader training. (2 day)</p> <p>District professional development days will include sessions focused on implementing instruction based on Structured Literacy and the Science of Reading.</p> <p>Instructional coaches will complete a book study on explicit instruction utilizing the book: <b>Explicit Instruction: Effective and Efficient Teaching</b> by Anita L. Archer and Charles A. Hughes.</p>	<p>Every K-6 staff member will incorporate Structured Literacy instruction based on The Science of Reading using our HCSD Structured Literacy Framework.</p> <p>All K-2 staff members will ensure equitable access to explicit Tier 1 Phonics instruction for every student using Really Great Reading curriculum.</p> <p>All staff members will deliver consistent and explicit small group literacy instruction to targeted tier 2/3 students in grades K-6 utilizing Really Great Reading Curriculum, Orton Gillingham, Decodable Readers, Amplify Intervention Activities, and NWEA MAP Continuum. This approach aims to address the needs of all students, including, but not limited to, students on Reading Improvement Monitoring Plans (RIMPS), English Language Learners, and students receiving specially designed instruction.</p> <p>Teachers will use explicit instruction and the gradual release model.</p> <p>Professional development will take place at the building and</p>	<p>All elementary buildings will establish an MTSS Multi-Disciplinary team, BLT, Grade Level teams and MTSS Student Support Teams.</p> <p>All elementary buildings will review data for school-wide trends.</p> <p>Grade-level teams will set initial intervention groups and schedules based on the Tiered Intervention model.</p> <p>Progress monitoring will occur bi-weekly for Tier 2 and Tier 3 students.</p> <p>Grade-level data meetings will be scheduled to review data, implement the decision-making process outlined in HCSD Decision Making Guide, and intentionally plan instruction/interventions.</p> <p>Student MTSS Interventions Plans will be used to monitor the implementation of interventions prescribed by K-3 Reading Improvement Plans (RIMPS). Decision-making and intentional planning will be informed by MTSS Intervention plans and RIMPS. Interventions will be adjusted as needed based on data.</p>

	Action Step 1	Action Step 2	Action Step 3
		the district level. PD will be led by building literacy coaches. It will include Structured Literacy Collaboration and Planning, Structured Literacy and the Essentials (HCSD Literacy Framework), Enhancing Tier 1 Instruction, EL Collaboration and Planning, Supporting Struggling Learners in EL, and Explicit Instruction.	Professional development will be led by building administrators using the training slide deck developed at the district level. This PD includes understanding MTSS, data-based decision making, multi-disciplinary teams, building teams, grade level teams, district MTSS intervention plans, and research-based interventions.
Measure of Success	District administration, building administration, and literacy coaches will conduct walkthroughs.	<p>Amplify DIBELS 8th Edition Benchmark scores will increase. Amplify DIBELS 8th Edition Benchmark data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Amplify DIBELS 8th Edition progress monitoring scores will increase, as evidenced in MTSS Intervention plans.</p> <p>Data meetings and TBTs will evaluate formative data.</p> <p>Student progress monitoring will be reviewed for growth.</p>	<p>Amplify DIBELS 8th Edition Benchmark scores will increase. Amplify DIBELS 8th Edition Benchmark data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Amplify DIBELS 8th Edition progress monitoring scores will increase, as evidenced in MTSS Intervention plans.</p> <p>Data meetings and TBTs will evaluate formative data.</p> <p>Student progress monitoring will be reviewed for growth.</p> <p>RIMP Interventions monitored by student MTSS Intervention plans.</p>
Description of Funding	District General Instruction Funds, District Title Funds, School Quality improvement Grant Funds	District General Instruction Funds, District Title Funds, School Quality improvement Grant Funds	District General Instruction Funds, District Title Funds, School Quality improvement Grant Funds
Check-in/Review Date	Check-Ins will be done monthly at curriculum meetings and literacy coaches' meetings. Data will be reviewed three times a year (BOY, MOY, EOY).	<p>Amplify DIBELS 8th Edition Benchmark data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Data meetings will regularly review incoming formative</p>	<p>Amplify DIBELS 8th Edition Benchmark data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Data meetings will regularly review incoming formative</p>

	Action Step 1	Action Step 2	Action Step 3
	Review will take place 6/2024.	data and progress monitoring data.  Review will take place 6/2024.	data and progress monitoring data.  RIMPS/MTSS Intervention Plans will be reviewed at building data meetings.  Review will take place 6/2024.

### **Goal # 3 Action Map**

**Goal Statement:** By the spring of 2024, 80% of first grade students will meet or exceed 1 year of growth on NWEA MAP Reading Growth.

Evidence-Based Strategy or Strategies:

- Tier 1: Structured Literacy Instruction based our our HCSD Literacy Framework
- Tier 1: Phonics Instruction (Really Great Reading curriculum)
- Tier 2 & Tier 3: Amplify Intervention Activities, Orton Gillingham
- DIBELS 8th Edition Progress Monitoring

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Enhance the knowledge of HCSD staff in Structured Literacy and The Science of Reading.	Deliver instruction to students based on the Science of Reading/Simple View of Reading, emphasizing the crucial relationship between Decoding and Language Comprehension to achieve Reading Comprehension.	Implement the MTSS system to analyze data systematically and intentionally plan instruction across all tiers.  Utilize MTSS Intervention Plans to monitor interventions as outlined in Reading Improvement Monitoring Plans.
Timeline	August 2023-June 2024	August 2023-June 2024	August 2023-June 2024
Lead Person(s)	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support. Related Services, School Psychologist

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	ODE Dyslexia Professional Development, HCSD Structured Literacy Framework, Really Great Reading Curriculum Modules	HCSD Structured Literacy Framework, Really Great Reading Curriculum, Amplify Intervention Activities, Heggerty	HCSD MTSS Guidebook, HCSD MTSS training slide deck, NWEA MAP Reading data, Amplify DIBELS 8th Edition data, progress monitoring data, implementation data, HCSD Structured Literacy Framework, Really Great Reading Curriculum, Amplify Intervention Activities, Heggerty, HCSD Reading Improvement Monitoring Plans, MTSS Intervention Plans
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>All K-3 staff will complete the ODE Dyslexia Modules or Comprehensive Orton Gillingham training.</p> <p>All Elementary Administrators will attend the HCESC Science of Reading and Structured Literacy for Leader training. (2 day)</p> <p>District professional development days will include sessions focused on implementing instruction based on Structured Literacy and the Science of Reading.</p> <p>Instructional coaches will complete a book study on explicit instruction utilizing the book: <b>Explicit Instruction: Effective and Efficient Teaching</b> by Anita L. Archer and Charles A. Hughes.</p>	<p>Every K-6 staff member will incorporate Structured Literacy instruction based on The Science of Reading using our HCSD Structured Literacy Framework.</p> <p>All K-2 staff members will ensure equitable access to explicit Tier 1 Phonics instruction for every student using Really Great Reading curriculum.</p> <p>All staff members will deliver consistent and explicit small group literacy instruction to targeted tier 2/3 students in grades K-6 utilizing Really Great Reading Curriculum, Orton Gillingham, Decodable Readers, Amplify Intervention Activities, and NWEA MAP Continuum. This approach aims to address the needs of all students, including, but not limited to, students with Reading Improvement Monitoring Plans (RIMPS), English Language Learners and students receiving specially designed instruction.</p> <p>Teachers will use explicit instruction and the gradual release model.</p>	<p>All elementary buildings will establish an MTSS Multi-Disciplinary team, BLT, Grade Level teams and MTSS Student Support Teams.</p> <p>All elementary buildings will review data for school-wide trends.</p> <p>Grade-level teams will set initial intervention groups and schedules based on the Tiered Intervention model.</p> <p>Progress monitoring will occur bi-weekly for Tier 2 and Tier 3 students.</p> <p>Grade-level data meetings will be scheduled to review data, implement the decision-making process outlined in HCSD Decision Making Guide, and intentionally plan instruction/interventions.</p> <p>Student MTSS Intervention Plans will be used to monitor implementation of interventions prescribed by K-3 Reading Improvement Plans (RIMPS). Decision-making and intentional planning will be</p>

	Action Step 1	Action Step 2	Action Step 3
		<p>Professional development will take place at the building and the district level. PD will be led by building literacy coaches. It will include Structured Literacy Collaboration and Planning, Structured Literacy and the Essentials (HCSD Literacy Framework), Enhancing Tier 1 Instruction, EL Collaboration and Planning, Supporting Struggling Learners in EL, and Explicit Instruction.</p>	<p>informed by MTSS Intervention plans and RIMPS. Interventions will be adjusted as needed based on data.</p> <p>Professional development will be led by building administrators using the training slide deck developed at the district level. This PD includes understanding MTSS, data-based decision-making, multi-disciplinary teams, building teams, grade level teams, district MTSS intervention plans, and research-based interventions.</p>
Measure of Success	District administration, building administration and literacy coaches will conduct walkthroughs.	<p>NWEA Math Growth RIT score will increase. NWEA Map Reading data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Data meetings and TBTs will evaluate formative data.</p> <p>Student progress monitoring will be reviewed for growth.</p>	<p>NWEA Math Growth RIT score will increase. NWEA Map Reading data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Data meetings and TBTs will evaluate formative data.</p> <p>Student progress monitoring will be reviewed for growth.</p> <p>RIMP Interventions monitored by student MTSS Intervention plans.</p>
Description of Funding	District General Instruction Funds, District Title Funds	District General Instruction Funds, District Title Funds	District General Instruction Funds, District Title Funds
Check-in/Review Date	<p>Check-Ins will be done monthly at curriculum meetings and literacy coaches' meetings. Data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Review will take place 6/2024.</p>	<p>NWEA data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Data meetings will regularly review incoming formative data.</p> <p>Review will take place 6/2024.</p>	<p>NWEA data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Data meetings will regularly review incoming formative data.</p> <p>RIMPS/MTSS Intervention Plans will be reviewed at building data meetings.</p>

	Action Step 1	Action Step 2	Action Step 3
			Review will take place 6/2024.

**Goal # 4 Action Map**

**Goal Statement:** By the spring of 2024, 75% of first grade students will meet or exceed benchmark goals measured by Amplify DIBELS 8th Edition composite score. (Amplify DIBELS 8th Edition also serves as our Dyslexia Screener.)

Evidence-Based Strategy or Strategies:

- Tier 1: Structured Literacy Instruction based on our HCSD Literacy Framework
- Tier 1: Phonics Instruction (Really Great Reading curriculum)
- Tier 2 & Tier 3: Amplify Intervention Activities, Orton Gillingham
- DIBELS 8th Edition Progress Monitoring

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Enhance the knowledge of HCSD staff in Structured Literacy and The Science of Reading.	Deliver instruction to students based on the Science of Reading/Simple View of Reading, emphasizing the crucial relationship between Decoding and Language Comprehension to achieve Reading Comprehension.	Implement the MTSS system to analyze data systematically and intentionally plan instruction across all tiers.  Utilize MTSS Intervention plans to monitor interventions as outlined in Reading Improvement Monitoring Plans.
Timeline	August 2023-June 2024	August 2023-June 2024	August 2023-June 2024
Lead Person(s)	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support
Resources Needed	ODE Dyslexia Professional Development, HCSD Structured Literacy Framework, Really Great Reading Curriculum Modules	HCSD Structured Literacy Framework, Really Great Reading Curriculum, Amplify Intervention Activities, Heggerty	HCSD MTSS Guidebook, HCSD MTSS training slide deck, NWEA MAP Reading data, Amplify DIBELS 8th Edition data, progress monitoring data,

	Action Step 1	Action Step 2	Action Step 3
			implementation data, HCSD Structured Literacy Framework, Really Great Reading Curriculum, Amplify Intervention Activities, Heggerty, Orton Gillingham, HCSD Reading Improvement Monitoring Plans, MTSS Intervention Plans
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>All K-3 staff will complete the ODE Dyslexia Modules or Comprehensive Orton Gillingham training.</p> <p>All Elementary Administrators will attend the HCESC Science of Reading and Structured Literacy for Leader training. (2 day)</p> <p>District professional development days will include sessions focused on implementing instruction based on Structured Literacy and the Science of Reading.</p> <p>Instructional coaches will complete a book study on explicit instruction utilizing the book: <b>Explicit Instruction: Effective and Efficient Teaching</b> by Anita L. Archer and Charles A. Hughes.</p>	<p>Every K-6 staff member will incorporate Structured Literacy instruction based on The Science of Reading using our HCSD Structured Literacy Framework.</p> <p>All K-2 staff members will ensure equitable access to explicit Tier 1 Phonics instruction for every student using Really Great Reading curriculum.</p> <p>All staff members will deliver consistent and explicit small group literacy instruction to targeted tier 2/3 students in grades K-6 utilizing Really Great Reading Curriculum, Orton Gillingham, Decodable Readers, Amplify Intervention Activities, and NWEA MAP Continuum. This approach aims to address the needs of all students, including, but not limited to, students with Reading Improvement Monitoring Plans (RIMPS), English Language Learners, and students receiving specially designed instruction.</p> <p>Teachers will use explicit instruction and the gradual release model.</p> <p>Professional development will take place at the building and the district level. Pd will be led by building literacy coaches. It will include</p>	<p>All elementary buildings will establish an MTSS Multi-Disciplinary team, BLT, Grade Level teams, and MTSS Student Support Teams.</p> <p>All elementary buildings will review data for school-wide trends.</p> <p>Grade-level teams will set initial intervention groups and schedules based on the Tiered Intervention model.</p> <p>Progress monitoring will occur bi-weekly for Tier 2 and Tier 3 students.</p> <p>Grade-level data meetings will be scheduled to review data, implement the decision-making process outlined in HCSD Decision-Making Guide, and intentionally plan instruction/interventions.</p> <p>Student MTSS Interventions Plans will be used to monitor the implementation of interventions prescribed by K-3 Reading Improvement Plans (RIMPS). Decision-making and intentional planning will be informed by MTSS Intervention plans and RIMPS. Interventions will be adjusted as needed based on data.</p> <p>Professional development will be led by building</p>

	Action Step 1	Action Step 2	Action Step 3
		Structured Literacy Collaboration and Planning, Structured Literacy and the Essentials (HCSD Literacy Framework), Enhancing Tier 1 Instruction, EL Collaboration and Planning, Supporting Struggling Learners in EL, and Explicit Instruction.	administrators using the training slide deck developed at the district level. This pd includes understanding MTSS, data-based decision-making, multi-disciplinary teams, building teams, grade level teams, district MTSS intervention plans, and research-based interventions.
Measure of Success	District administration, building administration, and literacy coaches will conduct walkthroughs.	<p>Amplify DIBELS 8th Edition Benchmark scores will increase. Amplify DIBELS 8th Edition Benchmark data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Amplify DIBELS 8th Edition progress monitoring scores will increase as evidenced in MTSS Intervention plans.</p> <p>Data meetings and TBTs will evaluate formative data.</p> <p>Student progress monitoring will be reviewed for growth.</p>	<p>Amplify DIBELS 8th Edition Benchmark scores will increase. Amplify DIBELS 8th Edition Benchmark data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Amplify DIBELS 8th Edition progress monitoring scores will increase, as evidenced in MTSS Intervention plans.</p> <p>Data meetings and TBTs will evaluate formative data.</p> <p>Student progress monitoring will be reviewed for growth.</p> <p>RIMP Interventions monitored by student MTSS Intervention plans.</p>
Description of Funding	District General Instruction Funds, District Title Funds, School Quality improvement Grant Funds	District General Instruction Funds, District Title Funds, School Quality improvement Grant Funds	District General Instruction Funds, District Title Funds, School Quality improvement Grant Funds
Check-in/Review Date	<p>Check-Ins will be done monthly at curriculum meetings and literacy coaches' meetings. Data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Review will take place 6/2024.</p>	<p>Amplify DIBELS 8th Edition Benchmark data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Data meetings will regularly review incoming formative data and progress monitoring data.</p> <p>Review will take place 6/2024.</p>	<p>Amplify DIBELS 8th Edition Benchmark data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Data meetings will regularly review incoming formative data and progress monitoring data.</p>



	Action Step 1	Action Step 2	Action Step 3
			RIMPS/MTSS Intervention Plans will be reviewed at building data meetings.  Review will take place 6/2024.

**Goal # 5 Action Map**

**Goal Statement:** By the spring of 2024, 80% of second grade students will meet or exceed 1 year of growth on NWEA MAP Reading Growth.

Evidence-Based Strategy or Strategies:

- Tier 1: Structured Literacy Instruction based on our HCSD Literacy Framework
- Tier 1: Phonics Instruction (Really Great Reading curriculum)
- Tier 2 & Tier 3: Amplify Intervention Activities, Orton Gillingham
- DIBELS 8th Edition Progress Monitoring

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Enhance the knowledge of HCSD staff in Structured Literacy and The Science of Reading.	Deliver instruction to students based on the Science of Reading/Simple View of Reading, emphasizing the crucial relationship between Decoding and Language Comprehension to achieve Reading Comprehension.	Implement the MTSS system to analyze data systematically and intentionally plan instruction across all tiers.  Utilize MTSS Intervention Plans to monitor interventions as outlined in Reading Improvement Monitoring Plans.
Timeline	August 2023-June 2024	August 2023-June 2024	August 2023-June 2024
Lead Person(s)	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support. Related Services, School Psychologist
Resources Needed	ODE Dyslexia Professional Development, HCSD Structured Literacy	HCSD Structured Literacy Framework, Really Great Reading Curriculum, Amplify	HCSD MTSS Guidebook, HCSD MTSS training slide deck, NWEA MAP Reading data, Amplify DIBELS 8th

	Action Step 1	Action Step 2	Action Step 3
	Framework, Really Great Reading Curriculum Modules	Intervention Activities, Heggerty	Edition data, progress monitoring data, implementation data, HCSD Structured Literacy Framework, Really Great Reading Curriculum, Amplify Intervention Activities, Heggerty, HCSD Reading Improvement Monitoring Plans, MTSS Intervention Plans
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>All K-3 staff will complete the ODE Dyslexia Modules or Comprehensive Orton Gillingham training.</p> <p>All Elementary Administrators will attend the HCESC Science of Reading and Structured Literacy for Leader training. (2 day)</p> <p>District professional development days will include sessions focused on implementing instruction based on Structured Literacy and the Science of Reading.</p> <p>Instructional coaches will complete a book study on explicit instruction utilizing the book <b>Explicit Instruction: Effective and Efficient Teaching</b> by Anita L. Archer and Charles A. Hughes.</p>	<p>Every K-6 staff member will incorporate Structured Literacy instruction based on The Science of Reading using our HCSD Structured Literacy Framework.</p> <p>All K-2 staff members will ensure equitable access to explicit Tier 1 Phonics instruction for every student using Really Great Reading curriculum.</p> <p>All staff members will deliver consistent and explicit small group literacy instruction to targeted tier 2/3 students in grades K-6 utilizing Really Great Reading Curriculum, Orton Gillingham, Decodable Readers, Amplify Intervention Activities, and NWEA MAP Continuum. This approach aims to address the needs of all students, including, but not limited to, students with Reading Improvement Monitoring Plans (RIMPS), English Language Learners, and students receiving specially designed instruction.</p> <p>Teachers will use explicit instruction and the gradual release model.</p> <p>Professional development will take place at the building and the district level. PD will be</p>	<p>All elementary buildings will establish an MTSS Multi-Disciplinary team, BLT, Grade Level teams, and MTSS Student Support Teams.</p> <p>All elementary buildings will review data for school-wide trends.</p> <p>Grade-level teams will set initial intervention groups and schedules based on the Tiered Intervention model.</p> <p>Progress monitoring will occur bi-weekly for Tier 2 and Tier 3 students.</p> <p>Grade-level data meetings will be scheduled to review data, implement the decision-making process outlined in HCSD Decision Making Guide, and intentionally plan instruction/interventions.</p> <p>Student MTSS Interventions Plans will be used to monitor the implementation of interventions prescribed by K-3 Reading Improvement Plans (RIMPS). Decision-making and intentional planning will be informed by MTSS Intervention plans and RIMPS. Interventions will be adjusted as needed based on data.</p>

	Action Step 1	Action Step 2	Action Step 3
		led by building literacy coaches. It will include Structured Literacy Collaboration and Planning, Structured Literacy and the Essentials (HCSD Literacy Framework), Enhancing Tier 1 Instruction, EL Collaboration and Planning, Supporting Struggling Learners in EL, and Explicit Instruction.	Professional development will be led by building administrators using the training slide deck developed at the district level. This pd includes understanding MTSS, data-based decision-making, multi-disciplinary teams, building teams, grade level teams, district MTSS intervention plans, and research-based interventions.
Measure of Success	District administration, building administration and literacy coaches will conduct walkthroughs.	NWEA Math Growth RIT score will increase. NWEA Map Reading data will be reviewed three times a year (BOY, MOY, EOY).  Data meetings and TBTs will evaluate formative data.  Student progress monitoring will be reviewed for growth.	NWEA Math Growth RIT score will increase. NWEA Map Reading data will be reviewed three times a year (BOY, MOY, EOY).  Data meetings and TBTs will evaluate formative data.  Student progress monitoring will be reviewed for growth.  RIMP Interventions monitored by student MTSS Intervention plans.
Description of Funding	District General Instruction Funds, District Title Funds	District General Instruction Funds, District Title Funds	District General Instruction Funds, District Title Funds
Check-in/Review Date	Check-Ins will be done monthly at curriculum meetings and literacy coaches' meetings. Data will be reviewed three times a year (BOY, MOY, EOY).  A review will take place on 6/2024.	NWEA data will be reviewed three times a year (BOY, MOY, EOY).  Data meetings will regularly review incoming formative data.  A review will take place on 6/2024.	NWEA data will be reviewed three times a year (BOY, MOY, EOY).  Data meetings will regularly review incoming formative data.  RIMPS/MTSS Intervention Plans will be reviewed at building data meetings.  Review will take place 6/2024.

## Goal # 6 Action Map

**Goal Statement:** By the spring of 2024, 75% of second grade students will meet or exceed benchmark goals measured by Amplify DIBELS 8th Edition composite score. (Amplify DIBELS 8th Edition also serves as our Dyslexia Screener.)

Evidence-Based Strategy or Strategies:

- Tier 1: Structured Literacy Instruction based on our HCSD Literacy Framework
- Tier 1: Phonics Instruction (Really Great Reading curriculum)
- Tier 2 & Tier 3: Amplify Intervention Activities, Orton Gillingham
- DIBELS 8th Edition Progress Monitoring

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Enhance the knowledge of HCSD staff in Structured Literacy and The Science of Reading.	Deliver instruction to students based on the Science of Reading/Simple View of Reading, emphasizing the crucial relationship between Decoding and Language Comprehension to achieve Reading Comprehension.	Implement the MTSS system to analyze data systematically and intentionally plan instruction across all tiers.  Utilize MTSS Intervention Plans to monitor interventions as outlined in Reading Improvement Monitoring Plans.
Timeline	August 2023-June 2024	August 2023-June 2024	August 2023-June 2024
Lead Person(s)	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support
Resources Needed	ODE Dyslexia Professional Development, HCSD Structured Literacy Framework, Really Great Reading Curriculum Modules	HCSD Structured Literacy Framework, Really Great Reading Curriculum, Amplify Intervention Activities, Heggerty	HCSD MTSS Guidebook, HCSD MTSS training slide deck, NWEA MAP Reading data, Amplify DIBELS 8th Edition data, progress monitoring data, implementation data, HCSD Structured Literacy Framework, Really Great Reading Curriculum, Amplify Intervention Activities, Heggerty, Orton Gillingham, HCSD Reading Improvement

	Action Step 1	Action Step 2	Action Step 3
			Monitoring Plans, MTSS Intervention Plans
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>All K-3 staff will complete the ODE Dyslexia Modules or Comprehensive Orton Gillingham training.</p> <p>All Elementary Administrators will attend the HCESC Science of Reading and Structured Literacy for Leader training. (2 day)</p> <p>District professional development days will include sessions focused on implementing instruction based on Structured Literacy and the Science of Reading.</p> <p>Instructional coaches will complete a book study on explicit instruction utilizing the book <b>Explicit Instruction: Effective and Efficient Teaching</b> by Anita L. Archer and Charles A. Hughes.</p>	<p>Every K-6 staff member will incorporate Structured Literacy instruction based on The Science of Reading using our HCSD Structured Literacy Framework.</p> <p>All K-2 staff members will ensure equitable access to explicit Tier 1 Phonics instruction for every student using Really Great Reading curriculum.</p> <p>All staff members will deliver consistent and explicit small group literacy instruction to targeted tier 2/3 students in grades K-6 utilizing Really Great Reading Curriculum, Orton Gillingham, Decodable Readers, Amplify Intervention Activities, and NWEA MAP Continuum. This approach aims to address the needs of all students, including, but not limited to, students with Reading Improvement Monitoring Plans (RIMPS), English Language Learners, and students receiving specially designed instruction.</p> <p>Teachers will use explicit instruction and the gradual release model.</p> <p>Professional development will take place at the building and the district level. PD will be led by building literacy coaches. It will include Structured Literacy Collaboration and Planning, Structured Literacy and the Essentials (HCSD Literacy Framework), Enhancing Tier 1 Instruction, EL Collaboration and Planning,</p>	<p>All elementary buildings will establish an MTSS Multi-Disciplinary team, BLT, Grade Level teams, and MTSS Student Support Teams.</p> <p>All elementary buildings will review data for school-wide trends.</p> <p>Grade-level teams will set initial intervention groups and schedules based on the Tiered Intervention model.</p> <p>Progress monitoring will occur bi-weekly for Tier 2 and Tier 3 students.</p> <p>Grade-level data meetings will be scheduled to review data, implement the decision-making process outlined in the HCSD Decision-Making Guide, and intentionally plan instruction/interventions.</p> <p>Student MTSS Interventions Plans will be used to monitor the implementation of interventions prescribed by K-3 Reading Improvement Plans (RIMPS). Decision-making and intentional planning will be informed by MTSS Intervention plans and RIMPS. Interventions will be adjusted as needed based on data.</p> <p>Professional development will be led by building administrators using the training slide deck developed at the district level. This PD includes understanding MTSS, data-based decision-making, multi-disciplinary teams, building teams, grade level</p>

	Action Step 1	Action Step 2	Action Step 3
		Supporting Struggling Learners in EL, and Explicit Instruction.	teams, district MTSS intervention plans, and research-based interventions.
Measure of Success	District administration, building administration, and literacy coaches will conduct walkthroughs.	<p>Amplify DIBELS 8th Edition Benchmark scores will increase. Amplify DIBELS 8th Edition Benchmark data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Amplify DIBELS 8th Edition progress monitoring scores will increase, as evidenced in MTSS Intervention plans.</p> <p>Data meetings and TBTs will evaluate formative data.</p> <p>Student progress monitoring will be reviewed for growth.</p>	<p>Amplify DIBELS 8th Edition Benchmark scores will increase. Amplify DIBELS 8th Edition Benchmark data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Amplify DIBELS 8th Edition progress monitoring scores will increase, as evidenced in MTSS Intervention plans.</p> <p>Data meetings and TBTs will evaluate formative data.</p> <p>Student progress monitoring will be reviewed for growth.</p> <p>RIMP Interventions monitored by student MTSS Intervention plans.</p>
Description of Funding	District General Instruction Funds, District Title Funds, School Quality improvement Grant Funds	District General Instruction Funds, District Title Funds, School Quality improvement Grant Funds	District General Instruction Funds, District Title Funds, School Quality improvement Grant Funds
Check-in/Review Date	<p>Check-Ins will be done monthly at curriculum meetings and literacy coaches' meetings. Data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>A review will take place on 6/2024.</p>	<p>Amplify DIBELS 8th Edition Benchmark data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Data meetings will regularly review incoming formative data and progress monitoring data.</p> <p>A review will take place on 6/2024.</p>	<p>Amplify DIBELS 8th Edition Benchmark data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Data meetings will regularly review incoming formative data and progress monitoring data.</p> <p>RIMPS/MTSS Intervention Plans will be reviewed at building data meetings.</p> <p>A review will take place on 6/2024.</p>

**Goal # 7 Action Map**

**Goal Statement:** By the spring of 2024, 80% of third grade students will meet or exceed one year of growth on NWEA MAP Reading Growth.

Evidence-Based Strategy or Strategies:

- Tier 1: Structured Literacy Instruction based on our HCSD Literacy Framework
- Tier 1: Phonics Instruction (Really Great Reading curriculum)
- Tier 2 & Tier 3: Amplify Intervention Activities, Orton Gillingham
- DIBELS 8th Edition Progress Monitoring

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Enhance the knowledge of HCSD staff in Structured Literacy and The Science of Reading.	Deliver instruction to students based on the Science of Reading/Simple View of Reading, emphasizing the crucial relationship between Decoding and Language Comprehension to achieve Reading Comprehension.	Implement the MTSS system to analyze data systematically and intentionally plan instruction across all tiers.  Utilize MTSS Intervention Plans to monitor interventions as outlined in Reading Improvement Monitoring Plans.
Timeline	August 2023-June 2024	August 2023-June 2024	August 2023-June 2024
Lead Person(s)	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support. Related Services, School Psychologist
Resources Needed	ODE Dyslexia Professional Development, HCSD Structured Literacy Framework, Really Great Reading Curriculum Modules	HCSD Structured Literacy Framework, Really Great Reading Curriculum, Amplify Intervention Activities, Heggerty	HCSD MTSS Guidebook, HCSD MTSS training slide deck, NWEA MAP Reading data, Amplify DIBELS 8th Edition data, progress monitoring data, implementation data, HCSD Structured Literacy Framework, Really Great Reading Curriculum, Amplify Intervention Activities, Heggerty, HCSD Reading

	Action Step 1	Action Step 2	Action Step 3
			Improvement Monitoring Plans, MTSS Intervention Plans
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support, and leadership structures)	<p>All K-3 staff will complete the ODE Dyslexia Modules or Comprehensive Orton Gillingham training.</p> <p>All Elementary Administrators will attend the HCESC Science of Reading and Structured Literacy for Leader training. (2 day)</p> <p>District professional development days will include sessions focused on implementing instruction based on Structured Literacy and the Science of Reading.</p> <p>Instructional coaches will complete a book study on explicit instruction utilizing the book <b>Explicit Instruction: Effective and Efficient Teaching</b> by Anita L. Archer and Charles A. Hughes.</p>	<p>Every K-6 staff member will incorporate Structured Literacy instruction based on The Science of Reading using our HCSD Structured Literacy Framework.</p> <p>All K-2 staff members will ensure equitable access to explicit Tier 1 Phonics instruction for every student using Really Great Reading curriculum.</p> <p>All 3rd-grade staff members will utilize the Expeditionary Learning ELA Tier 1 curriculum.</p> <p>All staff members will deliver consistent and explicit small group literacy instruction to targeted tier 2/3 students in grades K-6 utilizing Really Great Reading Curriculum, Orton Gillingham, Decodable Readers, Amplify Intervention Activities, and NWEA MAP Continuum. This approach aims to address the needs of all students, including, but not limited to, students with Reading Improvement Monitoring Plans (RIMPS), English Language Learners, and students receiving specially designed instruction.</p> <p>Teachers will use explicit instruction and the gradual release model.</p> <p>Professional development will take place at the building and the district level. PD will be led by building literacy coaches. It will include Structured Literacy</p>	<p>All elementary buildings will establish an MTSS Multi-Disciplinary team, BLT, Grade Level teams, and MTSS Student Support Teams.</p> <p>All elementary buildings will review data for school-wide trends.</p> <p>Grade-level teams will set initial intervention groups and schedules based on the Tiered Intervention model.</p> <p>Progress monitoring will occur bi-weekly for Tier 2 and Tier 3 students.</p> <p>Grade-level data meetings will be scheduled to review data, implement the decision-making process outlined in the HCSD Decision-Making, and intentionally plan instruction/interventions.</p> <p>Student MTSS Interventions Plans will be used to monitor the implementation of interventions prescribed by K-3 Reading Improvement Plans (RIMPS). Decision-making and intentional planning will be informed by MTSS Intervention plans and RIMPS. Interventions will be adjusted as needed based on data.</p> <p>Professional development will be led by building administrators using the training slide deck developed at the district level. This pd includes understanding MTSS,</p>



	Action Step 1	Action Step 2	Action Step 3
		Collaboration and Planning, Structured Literacy and the Essentials (HCSD Literacy Framework), Enhancing Tier 1 Instruction, EL Collaboration and Planning, Supporting Struggling Learners in EL, and Explicit Instruction.	data-based decision-making, multi-disciplinary teams, building teams, grade level teams, district MTSS intervention plans, and research-based interventions.
Measure of Success	District administration, building administration, and literacy coaches will conduct walkthroughs.	NWEA Math Growth RIT score will increase. NWEA Map Reading data will be reviewed three times a year (BOY, MOY, EOY).  Data meetings and TBTs will evaluate formative data.  Student progress monitoring will be reviewed for growth.	NWEA Math Growth RIT score will increase. NWEA Map Reading data will be reviewed three times a year (BOY, MOY, EOY).  Data meetings and TBTs will evaluate formative data.  Student progress monitoring will be reviewed for growth.  RIMP Interventions monitored by student MTSS Intervention plans.
Description of Funding	District General Instruction Funds, District Title Funds	District General Instruction Funds, District Title Funds	District General Instruction Funds, District Title Funds
Check-in/Review Date	Check-Ins will be done monthly at curriculum meetings and literacy coaches' meetings. Data will be reviewed three times a year (BOY, MOY, EOY).  A review will take place on 6/2024.	NWEA data will be reviewed three times a year (BOY, MOY, EOY).  Data meetings will regularly review incoming formative data.  A review will take place on 6/2024.	NWEA data will be reviewed three times a year (BOY, MOY, EOY).  Data meetings will regularly review incoming formative data.  RIMPS/MTSS Intervention Plans will be reviewed at building data meetings.  A review will take place on 6/2024.

**Goal # 8 Action Map**

**Goal Statement:** By the spring of 2024, 75% of third grade students will meet or exceed benchmark goals measured by Amplify DIBELS 8th Edition composite score. (Amplify DIBELS 8th Edition also serves as our Dyslexia Screener.)

Evidence-Based Strategy or Strategies:

- Tier 1: Structured Literacy Instruction based on our HCSD Literacy Framework
- Tier 1: Phonics Instruction (Really Great Reading curriculum)
- Tier 2 & Tier 3: Amplify Intervention Activities, Orton Gillingham
- DIBELS 8th Edition Progress Monitoring

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Enhance the knowledge of HCSD staff in Structured Literacy and The Science of Reading.	Deliver instruction to students based on the Science of Reading/Simple View of Reading, emphasizing the crucial relationship between Decoding and Language Comprehension to achieve Reading Comprehension.	Implement the MTSS system to analyze data systematically and intentionally plan instruction across all tiers.  Utilize MTSS Intervention Plans to monitor interventions as outlined in Reading Improvement Monitoring Plans.
Timeline	August 2023-June 2024	August 2023-June 2024	August 2023-June 2024
Lead Person(s)	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support	Building Administrators, Literacy Coach, Teachers, Intervention Specialists, Intervention Teachers, Title Teachers, ELL Teachers/Support
Resources Needed	ODE Dyslexia Professional Development, HCSD Structured Literacy Framework, Really Great Reading Curriculum Modules	HCSD Structured Literacy Framework, Expeditionary Learning ELA curriculum, Really Great Reading Curriculum, Amplify Intervention Activities, Heggerty	HCSD MTSS Guidebook, HCSD MTSS training slide deck, NWEA MAP Reading data, Amplify DIBELS 8th Edition data, progress monitoring data, implementation data, HCSD Structured Literacy Framework, Really Great Reading Curriculum, Amplify Intervention Activities, Heggerty, Orton Gillingham, HCSD Reading Improvement Monitoring Plans, MTSS Intervention Plans
Specifics of Implementation (Professional development, training, coaching, system structures, implementation)	All K-3 staff will complete the ODE Dyslexia Modules or Comprehensive Orton Gillingham training.	Every K-6 staff member will incorporate Structured Literacy instruction based on The Science of Reading using our HCSD Structured Literacy Framework.	All elementary buildings will establish an MTSS Multi-Disciplinary team, BLT, Grade Level teams, and MTSS Student Support Teams.

	Action Step 1	Action Step 2	Action Step 3
support and leadership structures)	<p>All Elementary Administrators will attend the HCESC Science of Reading and Structured Literacy for Leader training. (2 day)</p> <p>District professional development days will include sessions focused on implementing instruction based on Structured Literacy and the Science of Reading.</p> <p>Instructional coaches will complete a book study on explicit instruction utilizing the book: <b>Explicit Instruction: Effective and Efficient Teaching</b> by Anita L. Archer and Charles A. Hughes.</p>	<p>All K-2 staff members will ensure equitable access to explicit Tier 1 Phonics instruction for every student using Really Great Reading curriculum.</p> <p>All 3rd-grade staff members will utilize the Expeditionary Learning ELA Tier 1 curriculum.</p> <p>All staff members will deliver consistent and explicit small group literacy instruction to targeted tier 2/3 students in grades K-6 utilizing Really Great Reading Curriculum, Orton Gillingham, Decodable Readers, Amplify Intervention Activities, and NWEA MAP Continuum. This approach aims to address the needs of all students, including, but not limited to, students with Reading Improvement Monitoring Plans (RIMPS), English Language Learners, and students receiving specially designed instruction.</p> <p>Teachers will use explicit instruction and the gradual release model.</p> <p>Professional development will take place at the building and the district level. PD will be led by building literacy coaches. It will include Structured Literacy Collaboration and Planning, Structured Literacy and the Essentials (HCSD Literacy Framework), Enhancing Tier 1 Instruction, EL Collaboration and Planning, Supporting Struggling Learners in EL, and Explicit Instruction.</p>	<p>All elementary buildings will review data for school-wide trends.</p> <p>Grade-level teams will set initial intervention groups and schedules based on the Tiered Intervention model.</p> <p>Progress monitoring will occur bi-weekly for Tier 2 and Tier 3 students.</p> <p>Grade-level data meetings will be scheduled to review data, implement the decision-making process outlined in HCSD Decision Making Guide, and intentionally plan instruction/interventions.</p> <p>Student MTSS Interventions Plans will be used to monitor the implementation of interventions prescribed by K-3 Reading Improvement Plans (RIMPS). Decision-making and intentional planning will be informed by MTSS Intervention plans and RIMPS. Interventions will be adjusted as needed based on data.</p> <p>Professional development will be led by building administrators using the training slide deck developed at the district level. This pd includes understanding MTSS, data-based decision-making, multi-disciplinary teams, building teams, grade level teams, district MTSS intervention plans, and research-based interventions.</p>

	Action Step 1	Action Step 2	Action Step 3
Measure of Success	District administration, building administration, and literacy coaches will conduct walkthroughs.	<p>Amplify DIBELS 8th Edition Benchmark scores will increase. Amplify DIBELS 8th Edition Benchmark data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Amplify DIBELS 8th Edition progress monitoring scores will increase, as evidenced in MTSS Intervention plans.</p> <p>Data meetings and TBTs will evaluate formative data.</p> <p>Student progress monitoring will be reviewed for growth.</p> <p>3rd Grade ELA OST results will be reviewed.</p>	<p>Amplify DIBELS 8th Edition Benchmark scores will increase. Amplify DIBELS 8th Edition Benchmark data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Amplify DIBELS 8th Edition progress monitoring scores will increase, as evidenced in MTSS Intervention plans.</p> <p>Data meetings and TBTs will evaluate formative data.</p> <p>Student progress monitoring will be reviewed for growth.</p> <p>RIMP Interventions monitored by student MTSS Intervention plans.</p>
Description of Funding	District General Instruction Funds, District Title Funds, School Quality improvement Grant Funds	District General Instruction Funds, District Title Funds, School Quality improvement Grant Funds	District General Instruction Funds, District Title Funds, School Quality improvement Grant Funds
Check-in/Review Date	<p>Check-Ins will be done monthly at curriculum meetings and literacy coaches' meetings. Data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Review will take place 6/2024.</p>	<p>Amplify DIBELS 8th Edition Benchmark data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Data meetings will regularly review incoming formative data and progress monitoring data.</p> <p>3rd Grade ELA OST results will be reviewed mid-year and end-of-year.</p> <p>Review will take place 6/2024.</p>	<p>Amplify DIBELS 8th Edition Benchmark data will be reviewed three times a year (BOY, MOY, EOY).</p> <p>Data meetings will regularly review incoming formative data and progress monitoring data.</p> <p>RIMPS/MTSS Intervention Plans will be reviewed at building data meetings.</p> <p>Review will take place 6/2024.</p>

## 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.*

Continuous monitoring of progress toward objectives will be conducted to ensure informed decision-making based on data. The foundational data will be established using the universal screener, which serves as a benchmark for assessing and evaluating student development. Throughout the academic year, various data points such as learning walk observations, observation templates, completed 5 Step processes, discipline data, benchmark data, Ohio State Test (OST) data, and Reading Intervention Monitoring Plans (RIMPs) will be scrutinized collaboratively by Teacher-Based Teams (TBTs), Building Leadership Teams (BLTs), and the District Leadership Team (DLT). The objective is to assess whether evidence-based practices are positively impacting students' language and literacy achievements.

BLTs and DLTs will specifically focus on data, aligning student performance measures with SMART goals. This includes analyzing Universal Screening and progress monitoring scores, as well as OST scores in English Language Arts for grades 3-8. The aim is to determine the advancement of language and literacy skills while tracking the transition of students from off-track to on-track. In case of a need for revision, discussions will be initiated to distinguish between systemic issues and instructional practice concerns. Additional coaching and professional development will be provided to relevant stakeholders.

The district will employ our DIBELS 8th benchmark screener three times a year in grades K-3. After the universal screeners, teachers will identify language and literacy deficit areas, conducting additional diagnostic testing if necessary to ensure students are placed in appropriate interventions. Targeted Reading Improvement Monitoring Plans (RIMPs) will be created, and student groups will be homogeneously differentiated based on progress monitoring and frequent assessments.

Tier 2 and 3 students will be progress monitored monthly or bi-weekly, respectively, with data meetings ensuring adequate progress in differentiated groups. Scheduled TBT meetings will analyze benchmark data, progress monitoring data, and assessment data to make adjustments to core instruction if mastery percentages fall short of SMART goals. Grade-level teams will share evidence-based instructional strategies, and individual student RIMPs will be reviewed and updated every 6-9 weeks.

Additional decoding/fluency surveys may be administered based on data analysis, considering factors like attendance and discipline to identify correlations with student performance. Interventions, both academic and behavioral, will be adjusted as needed, and additional support services such as tutoring or mentoring may be offered.

The benchmark will be administered in January and May, with multiple data points analyzed to monitor adult implementation of evidence-based practices or interventions. Weekly learning walks will be conducted by administrators and literacy coaches, providing feedback to strengthen instructional practices. Discussions at various team levels will assess the effectiveness of adult implementation of evidence-based practices.

The Ohio Improvement Process Implementation Review (OIPIR) will be used to evaluate system and team structures. Literacy coaches and the Instructional Department will collaborate to provide coaching on using the Ohio improvement process structures for language and literacy practices. Internal coaching and training will be provided by Central Office personnel, along with support from outside resources that support our growth in structured literacy practices.

## 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.*

The strategies outlined in Section 5, which are evidence-based, are centered on the implementation of the Science of Reading principles within the Hamilton City School district. This involves providing professional development focused on Structured Literacy and The Science of Reading. As educators enhance their understanding, they will purposefully plan and deliver instruction in accordance with the research findings of the Science of Reading and the Simple View of Reading. The district's Literacy Framework is based on this research. The establishment of a robust Multi-Tiered System of Support (MTSS) within our district serves as a mechanism for monitoring instruction and catering to the diverse needs of all students, including those on Reading Improvement Monitoring Plans (RIMPS). It's worth noting that each of these strategies is firmly grounded in both evidence and research, reinforcing our commitment to data-driven and research-informed educational practices.

The Science of Reading is firmly grounded in research and evidence, drawing upon a robust body of empirical studies to inform its principles and practices. Researchers in the field employ a rigorous approach to investigate the cognitive processes involved in reading, delving into areas such as phonological awareness, decoding, fluency, vocabulary acquisition, and comprehension. By relying on this research, HCSD and our educators can make informed decisions about the most effective strategies for teaching reading, ultimately leading to improved literacy outcomes for learners. This research informed our adoption of our Tier 1 Literacy Framework and our Tier 1 curriculums. These include Really Great Reading and Expeditionary Learning.

Really Great Reading is aligned with the Science of Reading and received ESSR II certification. Research conducted for this certification has yielded the following findings in relation to the impact of Really Great Reading (RGR) usage on reading scores among Grade 1 and Grade 2 students. The study, conducted by Lee and Shah in 2023, revealed a significant correlation between RGR usage among Grade 1 students and elevated reading scores not only in Grade 1 but also in Grade 2. Similarly, the research found that RGR usage among Grade 2 students was significantly associated with higher reading scores not only in Grade 2 but also in Grade 3. These results highlight the enduring positive effects of Really Great Reading on students' reading. Really Great Reading (RGR) also aligns comprehensively with instructional recommendations outlined by the Institute for Education Sciences (IES) in the report *Foundational Skills to support Reading and Understanding in Kindergarten Through 3rd Grade*. The curriculum encompasses various critical elements of literacy instruction, including teaching academic language, fostering awareness of the segments of sounds in speech and their connection to letters, recognizing and manipulating segments of sound in speech, establishing letter-sound relationships, and building words by linking knowledge of letter-sound relationships with phonemic awareness. RGR goes further to address crucial aspects such as decoding, blending, understanding sound-spelling patterns, and mastering high-frequency words. By covering these essential components along with vocabulary and fluency, RGR not only aligns with evidence-based practices but also provides a robust foundation for literacy development, ensuring a comprehensive and effective approach to teaching and learning.

Expeditionary Learning (EL) stands firmly grounded in the Science of Reading, emphasizing content-based literacy modules that contribute to knowledge-building. This curriculum is designed with a rigorous approach that not only fosters academic growth but also cultivates a genuine joy for learning. EL sets itself apart by offering highly engaging materials that expose students to a wide variety of authors and topics. The curriculum has received high marks from EdReports, earning “Meets Expectations” in text complexity/quality, knowledge-building, and usability. This endorsement underscores the effectiveness of Expeditionary Learning in providing a comprehensive and engaging educational experience that aligns with the principles of the Science of Reading.

HCS D has implemented a strong MTSS system in our elementary buildings. Multi-Tiered System of Support (MTSS) is an education framework that is rooted in research and evidence-based practices to address the diverse needs of students. Drawing from a wealth of empirical studies and educational research, MTSS is designed to provide a systematic and data-driven approach to identifying and supporting students at various levels of academic and behavioral proficiency. The framework incorporates tiered interventions that are informed by ongoing assessments and data analysis, ensuring a dynamic and responsive system. Through the integration of evidence-based practices, MTSS promotes early intervention and prevention strategies, employing a proactive rather than reactive approach to supporting students. By aligning with research-backed methodologies, MTSS enhances the overall effectiveness of educational interventions, leading to improved outcomes for all students, including those on Reading Improvement Monitoring Plans (RIMPS), and creating a more inclusive and equitable learning environment.

Within our Multi-Tiered System of Supports (MTSS), we integrate Amplify mCLASS and DIBELS 8th Edition assessments, along with instructional and intervention activities, as essential components. This also serves as our Dyslexia Screener. These tools play a crucial role in assessing and addressing the needs of all students, including those on Reading Improvement Monitoring Plans (RIMPS) and those receiving Tier 2 and Tier 3 instruction. Amplify mCLASS, in particular, is grounded in research, providing a solid foundation for its use in our educational framework. The system excels in offering real-time data, allowing us to make informed decisions based on benchmark and progress monitoring results. Additionally, the instructional guidance provided by these assessments enhances our ability to tailor interventions to individual student needs, contributing to the effectiveness of our MTSS in supporting student growth and success in reading.

#### 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 5 will do the following:*

1. Be effective;

To achieve our goals, it's crucial to execute each strategy effectively. Professional development will be a cornerstone, ensuring teachers build a strong understanding of the science of reading, structured literacy, and MTSS. Throughout the year, literacy coaches will work closely with teachers to ensure a clear grasp of curriculums and the delivery of explicit instruction. Administrators will conduct walkthroughs to guarantee curriculum implementation with fidelity. As we consistently implement our curriculums, sustained growth in decoding and language comprehension is expected. The implementation of MTSS professional development will be rigorous, with MTSS teams functioning effectively. Monitoring of intervention plans will ensure appropriate interventions are in place and progress is closely tracked. Through these concerted efforts, we aim to achieve our goals and lay a solid foundation for student achievement and literacy development.

2. Show progress

Monitoring progress at both the district and building levels will be a comprehensive process involving various teams and tools. Building Leadership Teams (BLT), Teacher-Based Teams (TBT), data chats, multidisciplinary teams, and grade-level teams will collaborate to assess progress. Additionally, NWEA MAP Growth Reading and Amplify DIBELS 8th Edition benchmarking will be conducted three times a year to provide a comprehensive overview. Building administrators will conduct walkthroughs to ensure the faithful implementation of the curriculum. The progress of MTSS Intervention Plans and

Reading Improvement Monitoring Plans (RIMPS) will be closely monitored. Data-based decision-making will be a fundamental practice, allowing for adjustments as needed. Amplify DIBELS 8th Edition progress monitoring probes will be utilized by teachers for ongoing monitoring, implementing suggested intervention activities as required. Coaches will engage in reflection, evaluating their practices and assessing the progress of the teachers they support. Through this comprehensive and multi-level approach, the district will support continuous improvement and effective decision-making ensuring progress.

3. Improve upon strategies utilized during the two prior consecutive school years.

To enhance our educational strategies, our district has made deliberate efforts to align literacy instruction with key frameworks, including our district's One Plan, Ohio's Plan to Raise Literacy Achievement and the Science of Reading research. This intentional alignment, coupled with the introduction of K-3 Really Great Reading in 2022/2023 and K-6 Expeditionary Learning (EL) in 2023/2024, positions us to foster significant student growth. Our district literacy framework serves as a guiding roadmap, equipping teachers with a structured approach to deliver instruction that aligns seamlessly with these improvements. The invaluable support and training provided by our Literacy Coaches play a pivotal role in empowering teachers to enhance their literacy instruction. Through these collective efforts, we are dedicated to continuously improving and ensuring that our literacy initiatives align with the latest research and proven frameworks to benefit student learning and achievement.

#### 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. 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 135<sup>th</sup> 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.*

In pursuit of our district goal to ensure a unified and consistent message across all levels of staff, from district administrators to support teams, we are dedicated to fostering high-quality instruction. Collaborative efforts are at the forefront of our mission, addressing the diverse needs of our students and providing unwavering support to all stakeholders. To accomplish this, a meticulously structured and cohesive plan is imperative, one that comprehensively addresses the needs of every participant.

There are several targeted professional development topics that are planned for the 2023-2024 school year as part of this plan, aligned with building capacity toward increasing student literacy achievement through the use of the identified evidence-based practices/interventions. These include:

- 100% of K-3 literacy teachers and intervention specialists have participated in discussions around the 18-hour dyslexia training provided by the state, led by literacy coaches at the building level.
- 100% of special education staff will participate in the upcoming training provided by the state.
- 100% of district administrators will participate in a two-day training with Jessica Hoffman, Literacy Expert for the state of Ohio. This training was designed around our district's needs and opened up to the public for area schools to also join.
- All teachers and administrators will complete a Science of Reading professional development course provided by the Department no later than June 30, 2025.



- 100% of staff members will participate in a professional development session that includes a review of the “I Do, We Do, You Do” model with an emphasis on assessing student understanding.
- Instructional Coaches will complete a book study on *Explicit Instruction: Effective and Efficient Teaching* by Anita Archer and Charles Hughes. From this book study, we will create training sessions for all staff to attend on explicit instruction with a heightened focus on lesson design and delivery.
- All K-8 literacy teachers, intervention specialists, and support staff will receive ongoing training in the curriculum Expeditionary Learning. This is currently our core curriculum in grades 3-8 and awaiting state approval, will be adopted in K-2.
- All staff will participate in a poverty simulation to promote awareness of poverty, increase understanding of equity, and transform perspectives brought to us by “ThinkTank.”
- All K-3 staff will receive ongoing training on Amplify, which is used for DIBELS 8th Edition, our universal dyslexia screener and tool utilized for progress monitoring tier 2 and 3 students.
- Literacy coaches and curriculum staff will provide support and professional development as needed in all the “Big 5” areas of reading.
- Building administrators will hold data chats and will receive support and training on how to regroup their intervention groups based on data.
- Literacy coaches will continue to provide professional development for primary teachers in Really Great Reading, which supports the foundation components of literacy.
- All staff will receive training in Kagan structures to promote cooperative learning, social skill development, student responsibility for learning, and inclusion in all grades.
- All staff will continue to receive training on best practice and focused Tier 1 supports for English Language Learners by utilizing ELLevations.
- Conduct training on the adoption of systematic progress monitoring tools and informed instructional practices.
- Conduct ongoing, job-embedded, and intensive PD and coaching with prek-3 educators and instructional support teams, with an emphasis on building capacity that impacts all students, particularly with SWD, ELL, and PreK students.
- Conduct coaching and PD related to explicit instructional strategies for targeting ELL students in the mainstream classroom.

Our district’s PreK-3 professional development plan is laser-focused on cultivating robust Tier 1 practices among educators within the literacy continuum. Special attention is given to SpEd, ELL, and PreK-6 educators and support teams. Aligned with evidence-based instructional practices and interventions derived from a thorough needs assessment, this plan aims to create a multi-tiered “community” of support for educators throughout the Prek-3 continuum.

A model for professional development targeting coaches and building administrators is in development, ensuring their efficacy through differentiated content and delivery strategies based on surveys and available PD days.

As an integral part of this initiative, the district has employed building-level literacy coaches. The district utilizes the Reflective Cycle approach as an effective coaching model for continued implementation. At this time, a model for professional development targeting coaches and building administrators will be developed to support the efficacy of coaches and administrators. This not only serves to demonstrate effective methods but also aims to build internal capacity and fidelity of implementation.

Professional learning opportunities will be diverse, drawing from external experts and leveraging the expertise of the district Instructional Leadership Team, Literacy Coaches, and Supervisors. This dynamic approach ensures a broad spectrum of support and training for educators, fostering common understandings and shared clarity within the district.

Monthly collaborative meetings for instructional coaches will provide a platform to analyze progress monitoring data, discuss instructional practices, and receive ongoing professional development. Targeted topics for the 2023-2024 school year encompass a comprehensive range, including dyslexia training, Since of Reading courses, explicit instruction, and curriculum-specific training such as Expeditionary Learning.

The commitment to professional development extends to all staff, administrators, and support teams, emphasizing a collective effort to enhance instructional strategies. The inclusion of a poverty simulation, literacy tool training, and a focus on cooperative learning structures exemplifies the district's holistic approach to education.

In essence, this comprehensive and strategic professional development plan underscores the district's unwavering commitment to fostering a collaborative, informed, and proficient educational community, ultimately contributing to the holistic development of every student in our care.

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

**References:**

Lee, A. & Shah, M. (2023). Really Great Reading: Examining Impacts among Urban Chart School Students: Study Type: ESSA Evidence Level II. LearnPlatform.

[https://www.reallygreatreading.com/sites/default/files/rgr\\_study\\_1\\_essa\\_level\\_ii\\_report\\_20230627\\_final.pdf](https://www.reallygreatreading.com/sites/default/files/rgr_study_1_essa_level_ii_report_20230627_final.pdf)

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