



Hamden District Literacy Plan

Board of Education K-3 Literacy Goal: All students will demonstrate accelerated growth in reading with the goal of meeting proficiency by the end of grade three.

Fall, 2022 DIBELS Data: K-N/A, 1st Grade: 50%, 2nd Grade: 52%, 3rd Grade: 50%

Theory of Action: If HPS K-3 curriculum and instructional practices align with the Science of Reading research, then students will reach higher levels of reading achievement as evidenced by walkthrough and literacy achievement data.

2022-2023	<ul style="list-style-type: none"> ● Create Literacy look-fors ● Establish SBLT <ul style="list-style-type: none"> ○ Initial Meetings (Jan/Feb): ShareToA, Remind team about data tracker ● Share theory of action with all stakeholders: SBLT, directors (Feb) ● Complete baseline literacy data and walkthroughs of all K-3 general education classrooms ● Complete baseline literacy data and walkthroughs or meetings of all K-3 special education classrooms, resource rooms, and SRBI coordinator rooms. ● Use literacy and walkthrough data to develop a 3 year literacy plan
2023-2024	<ul style="list-style-type: none"> ● Continue to use literacy and walkthrough data to revise district literacy plan ● Use baseline data to develop literacy goals and benchmarks district wide and school specific ● Plan for regular SBLT meetings on a bi-monthly schedule inclusive of Heather and Erin ● Continue classroom literacy walkthroughs to ensure necessary changes in practice as well as develop plans for support ● Provide continuous professional learning to K-3 stakeholders ● Audit K-1 curricula and address gaps in necessary research based elements ● Ensure schedules are inclusive of the necessary and district mandated blocks for science and social studies
2024-2025	<ul style="list-style-type: none"> ● Revise, if needed, literacy goals and benchmarks district wide and school specific ● Plan for regular SBLT meetings on a bi-monthly schedule inclusive of Heather and Erin ● Continue classroom literacy walkthroughs to ensure necessary changes in practice as well as develop plans for support ● Provide continuous professional learning to K-3 stakeholders ● Audit 2-3 curricula and address gaps in necessary research based elements ● Ensure schedules are inclusive of the necessary and district mandated blocks for science and social studies

green=complete, yellow=in progress, red= not started