Hillsdale Local Schools One Plan FY27-FY30

Hillsdale Local Schools One Plan Advisory Committee		
Administrators	Staff	Parent/Community Members
Superintendent: Cathy Trevathan ctrevathan@hillsdalelocalschools.org Treasurer: Lesa Deter ldeter@hillsdalelocalschools.org 7-12 Principal: Tim Keib tkeib@hillsdalelocalschools.org PK-6 Principal: Tom Williams twilliams@hillsdalelocalschools.org Curriculum Director: Alyson Baker abaker@hillsdalelocalschools.org Special Services: Deana Gilmore dgilmore@hillsdalelocalschools.org Communications Specialist: Jen Seman jseman@hillsdalelocalschools.org	English Dept Chair: Carly Black cblack@hillsdalelocalschools.org Math Dept Chair: Alicia Metzger ametzger@hillsdalelocalschools.org Science Dept. Chair: Melissa Abrams-Ruque mabrams@hillsdalelocalschools.org History Dept. Chair: Todd Miller tmiller@hillsdalelocalschools.org Special Education Dept. Chair: Sara Sral ssral@hillsdalelocalschools.org Fine Arts Dept. Chair: Rachel Kelly rkelly@hillsdalelocalschools.org Special Area Dept. Chair: Jennifer Grissinger jgrissinger@hillsdalelocalschools.org Third Grade Teacher: Jennifer Raubenolt jeraubenolt@hillsdalelocalschools.org Fifth Grade Teacher: Tiffany Smith tsmith@hillsdalelocalschools.org Eighth Grade Teacher: Scott Frank sfrank@hillsdalelocalschools.org	Community Member: Bruce Dalton bad27@basicisp.net Community Member: Vella King davellaK@gmail.com Community Member: Sarah Klenk sarah.klenk@yahoo.com Community Member/Parent: Melinda Turk: melinda@ashlandcleaning.com Community Member/Parent: Andrew Dickerson aedickerson13@gmail.com

The Hillsdale Local School District, centered in Jeromesville, Ohio, serves students on a centralized campus that includes Little Falcons Preschool, Hillsdale PK-6, and Hillsdale 7-12. The district is defined by the "Hillsdale Difference," a commitment to a safe and innovative environment where collaboration prepares students to be future leaders.

District Strategic Foundation

The district's "One Plan" is built upon the following core pillars:

Mission Statement: "Hillsdale: focused on success through innovation, empowerment, and collaboration".

Vision Statement: "The Hillsdale Local Schools, in partnership with the community, will build character and expect excellence by providing a safe and challenging environment that prepares students to be successful in life".

"Building Character, Expecting Excellence".

The Take Flight Initiative

The "Take Flight" initiative serves as a district-wide call to action, symbolizing students' journey as they grow, succeed, and prepare for life beyond graduation. It is integrated into every facet of the student experience, including:

- **Academics and Innovation: Encouraging students to "take flight" through hands-on learning, such as S.T.E.A.M. projects and advanced science explorations that connect classroom lessons to future careers.**

- **Athletics and Character: Using the theme to inspire grit, pride, and sportsmanship in competitive sports, from basketball to wrestling.**

- **Leadership and Service: Empowering groups like the Student Council and FFA to lead community service projects, demonstrating that true success is found in how students treat and serve others.**

By fostering an environment that encourages students to soar to their full potential, the initiative ensures that Hillsdale graduates are ready to contribute meaningfully to global society.

Hillsdale Local School District Goals

Aligned with Future Forward Ohio Strategic Priorities

Guiding Beliefs

- **We believe in our students.** All students can thrive when provided with appropriate instruction, guidance, and support.
- **We believe the time is now.** Student needs require proactive action to accelerate learning and ensure equitable access.
- **We believe in partnerships.** Collaboration with families, community organizations, business partners, and higher education institutions strengthens students' opportunities.
- **We believe in learning and adapting.** Instructional practices and resource allocation will be continuously evaluated and refined to support student success.

Goals & Outcomes

Goal 1 – Strengthen Literacy

Ensure every student develops strong reading, writing, and language skills to succeed in school and beyond.

Objectives:

- Implement evidence-based literacy instruction aligned to Ohio's Literacy Plan.
- Monitor progress using high-quality assessments and intervention programs.
- Provide targeted supports for students who are not meeting grade-level expectations.

Measures of Success:

- Annual improvement in reading proficiency K–12.
- Reduction in the percentage of students identified as at-risk in reading.

Goal 2 – Accelerate Learning

Close gaps and increase achievement for all learners.

Objectives:

- Expand tutoring, academic supports, summer learning, and after-school programming.
- Strengthen Tier I instruction and expand enrichment opportunities.
- Use data-informed decisions to personalize student learning pathways.

Measures of Success:

- Growth targets met for subgroups on state and district diagnostic measures.
- Increased participation in intervention and enrichment offerings.

Goal 3 – Enhance Workforce and College Readiness

Prepare students to transition confidently into post-secondary education, military service, or employment.

Objectives:

- Strengthen career awareness and exploration from elementary school onward.
- Expand access to industry credentials, College Credit Plus, CTE pathways, and work-based learning.
- Foster partnerships with local businesses and community organizations.

Measures of Success:

- 100% of graduates have career training and earn industry credentials, CCP credits, and/or work-based learning experiences before graduating.
- 100% of seniors have a documented post-graduation plan.

Goal 4 – Promote Student Wellness

Support the whole child through safe, healthy, and inclusive learning environments.

Objectives:

- Provide access to mental health services, counseling, and wellness supports.
- Reduce attendance barriers and chronic absenteeism.
- Strengthen PBIS, safety initiatives, and a climate of belonging for all students.

Measures of Success:

- Reduce absenteeism.
- Positive gains in service and wellness resources.
- Continued improvement in student behavior and engagement data.

Coordinating Strategies

To achieve these goals, the district commits to:

- **Accelerating Learning:** Investing in instructional resources and extended learning opportunities.
- **Overcoming Obstacles:** Removing barriers to attendance, mental health services, and technology access.
- **Preparing for the Future:** Connecting learning to real-world career exploration and postsecondary planning.

Commitment

The district will annually evaluate progress using data dashboards, community input, and updated needs assessments to ensure accountability and continuous improvement.

Report Card Data 2017 to Present

Hillsdale Local Schools Overall Report Card Data									
Component	2017-2018	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Overall Rating	NR	C	B	NR*	NR*	**4 Stars**	**4 Stars**	**4 Stars**	**4 Stars**
Achievement	C	C	C	NR	NR	4 Stars	4 Stars	4 Stars	4 Stars
Progress	D	D	A	NR	NR	4 Stars	3 Stars	3 Stars	3 Stars
Gap Closing	C	C	B	NR	NR	4 Stars	5 Stars	4 Stars	4 Stars
Graduation Rate	A	A	A	NR	NR	3 Stars	4 Stars	4 Stars	5 Stars
Early Literacy	NR	C	C	NR	NR	4 Stars	4 Stars	4 Stars	3 Stars
Readiness (CCWM)**				NR	NR	NR	NR	NR	2 Stars
Prepared for Succes	D	F	D	NR	NR	NR	NR	NR	NR

Hillsdale Local Schools Report Card Indicators

Subject	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25			State Average	% from State Average
High School										
Government	97%	74%	66%	59%	71%	77%			71%	6%
History	92%	86%	71%	82%	81%	85%			70%	15%
Biology	79%	72%	63%	81%	78%	75%			64%	11%
ELA II	63%	76%	65%	74%	80%	61%			57%	4%
Algebra I	39%	52%	67%	66%	57%	71%			54%	17%
Geometry	48%	35%	35%	37%	25%	42%			44%	-2%
8th Grade										
ELA	68%	67%	64%	51%	44%	70%			55%	15%
Math	62%	45%	36%	33%	62%	77%			48%	29%
Science	73%	70%	72%	68%	68%	77%			63%	14%
7th Grade										
ELA	83%	61%	69%	72%	72%	75%			63%	12%
Math	62%	47%	56%	56%	68%	66%			50%	16%
6th Grade										
ELA	80%	69%	68%	70%	69%	71%			55%	16%
Math	77%	58%	68%	71%	77%	79%			52%	27%
5th Grade										
ELA	86%	57%	79%	76%	89%	85%			58%	27%
Math	71%	33%	61%	63%	60%	74%			57%	17%
Science	70%	52%	81%	67%	80%	69%			63%	6%
4th Grade										
ELA	72%	77%	75%	82%	84%	69%			62%	7%
Math	85%	69%	65%	76%	79%	75%			69%	6%
3th Grade										
Fall ELA	63%	44%	41%	48%	52%	52%	57%%		39%	13%
ELA	80%	60%	76%	79%	76%	77%			57%	20%
Math	64%	47%	60%	67%	76%	83%			64%	19%

OST Testing Data 2019 to present

Hillsdale Local School District
One Plan
2027-2030

Goal #1: Instructional Early Warning System
SMART Goal: By June 2029, 100% of Hillsdale Local School District students will be considered on-track to graduate, with successful preparation for college, the military, or the current workforce, as measured by Ohio State Report Card data and other district-approved assessment measures.
Student Measure: ● Three times per year, 100% of 1-8 students will meet or exceed expected growth measures on the ELA MAP Growth Assessment ● Three times per year, 100% of 1-8 students will meet or exceed expected growth measures on the Math MAP Growth Assessment ● Yearly, 100% of students in grades 4-12 will meet proficiency on the State Report Card in tested subject areas. ● Quarterly, 100% of 7-12 students will improve their academic performance as measured by the D/F List. ● Quarterly analysis of the number of students on the School Without Failures list.
Adult Implementation Measure: ● Three times per year, 100% of K-12 staff will use Early Warning System data to determine the support needed for students who are not on track, as measured by district-approved assessments.
Strategy #1: College and Career Readiness Hillsdale Local Schools will expand the current Multi-Tiered System of Support (MTSS) framework to include grades 7-12. Building on the K–6 foundation to create improved support for students through grade 12. This data-driven framework will integrate high-quality instruction with social-emotional and behavioral support to ensure every student—particularly those identified as off-track—receives the intervention necessary to move toward on-track status and graduate prepared for college, the military, or the workforce. K–12 staff will use Early Warning System data and district-approved assessments three times per year to identify specific barriers to success and implement the supports needed to return students to a trajectory toward graduation readiness. Research from the **American Institutes for Research (AIR)** and the **National Center on Intensive Intervention (NCII)** demonstrates that a

district-wide MTSS framework is essential for moving off-track students toward graduation by replacing reactive models with proactive, data-driven support. By integrating high-quality instruction with social-emotional and behavioral interventions, this structure ensures that all students—regardless of their starting point—receive the support they need to achieve long-term academic and postsecondary success.

Harlacher, J. E., & Bailey, T. R. (2025). *Multi-tiered system of supports within schools: The what and the how.* Center on Multi-Tiered System of Supports at American Institutes for Research.

National Center on Intensive Intervention. (2021). *Intensive intervention: Myths and facts.* Office of Special Education Programs, U.S. Department of Education.

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Audit Current Practices: Review existing K–6 MTSS protocols to identify strategies that can be adapted for the 7–12 environment, ensuring a "common language" across the district that will identify students who are not on track in ELA, math, attendance, behavior, and graduation.	Develop and implement a K-12 Early Warning System to identify students who are not on track in ELA, math, attendance, behavior, or graduation. Define Off-Track Indicators by formalizing the specific data points to be included in the Early Warning System.	Evaluate the effectiveness of the EWS by analyzing student growth trends and graduation readiness metrics, refining thresholds to ensure supports are proactive and successfully transitioning 100% of off-track students toward graduation.
Establish a standardized district-wide process to identify off-track students and develop the necessary individualized frameworks—including RIMPs, Student Success Plans, Graduation Plans, and Transition Plans—ensuring every student has a documented pathway to return to on-track status.	Deploy the individualized support plans for 100% of identified off-track students, integrating Early Warning System data and district-approved assessments to ensure interventions are active, personalized, and driving measurable academic growth.	Evaluate and monitor the effectiveness of all active RIMPs, Student Success Plans, Graduation Plans, and Transition Plans, utilizing quarterly data reviews to refine supports and ensure every student is successfully progressing toward graduation and post-secondary readiness.
Look at the existing K–12 intervention time for students who are off-track. Identify gaps in time allocation and resource distribution.	Embed intervention and enrichment periods into the daily K–12 schedule, utilizing Early Warning System data and district-approved assessments to group students for targeted instruction. This ensures that 100% of students who are off track receive intervention.	Monitor and refine the intervention framework by analyzing student growth trends and Early Warning System data to maximize instructional impact and ensure all students remain on track for post-secondary success.

Conduct an audit of all existing career-related activities across every grade level to identify gaps in service and areas of redundancy.	Identify age-appropriate exploration frameworks (Career Awareness, Career Exploration, and Career Preparation for 9–12) that align with state standards and district goals.	Design a K–12 vertical alignment plan that ensures foundational career awareness in elementary school transitions seamlessly into specific career interest profiling and planning in the secondary grades.

Strategy #2: Family and Community Engagement

Hillsdale Local Schools will develop a unified, data-driven plan to engage stakeholders, especially parents, in this goal area. The district will identify opportunities for stakeholders and community partners to be actively involved in improved outcomes for all students.

Research consistently shows that parent and community involvement drives improved academic engagement, long-term life success, and decreased dropout rates. According to John Hattie's meta-analysis, a positive school climate—built on strong relationships between parents and staff—has significant potential to increase student achievement. By fostering these connections, Hillsdale Local Schools will transition from passive communication to an active partnership model. providing students with tangible opportunities such as internships and military readiness supports. The collaborative nature of this approach is fully aligned with the district's 2030 goal of 100% post-secondary success.

Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.* Routledge.

Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.* National Center for Family and Community Connections with Schools.

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Audit current community and family engagement opportunities provided to identify gaps in outreach and participation.	Launch targeted engagement initiatives for families of off-track students, providing focused education on graduation requirements, collaborative scheduling support, and active participation in the development of Student Success or Graduation Plans.	Evaluate the effectiveness of family engagement initiatives by correlating participation data with student "on-track" data to refine outreach strategies and improve support for at-risk populations.

Deploy a two-way communication app for school-to-home interactions, requiring its use for sharing Early Warning System alerts and Student Success Plan updates.	Monitor engagement data to ensure that families of off-track students are actively utilizing the two-way messaging features to collaborate with teachers on intervention strategies.	Analyze communication engagement data to evaluate the correlation between frequent two-way messaging and student "on-track" growth.
Foster and grow collaborative opportunities with community partners and alumni to enhance the educational experience of all preschool-12th-grade students at school and home in this goal area.	Evaluate growth of collaborative opportunities with community partners and alumni to enhance the educational experience of all preschool-12th-grade students at school and home in this goal area.	Monitor the growth of collaborative opportunities with community partners and alumni to enhance the educational experience of all preschool-12th-grade students at school and home in this goal area.
Evaluate current use of feedback forms and data monitoring systems to track attendance and engagement at family and community events.	Implement improved data monitoring systems to track attendance and engagement at family and community events.	Evaluate data monitoring systems to track attendance and engagement at family and community events.

Strategy #3: Leadership, Administration, and Governance

Hillsdale Local Schools will establish and monitor high expectations for all students and staff through shared leadership structures designed to foster collective teacher efficacy. As the U.S. Department of Education notes, sharing evidence of effective strategies is a vital tool for improving both academic and non-academic outcomes.

By prioritizing this collaborative belief, which researcher John Hattie identifies as a top-tier influence, the district empowers staff to recognize their combined ability to directly improve student success. This shift ensures that every educator is an active participant in reaching the 2030 goal of 100% graduation readiness.

Hattie, J. (2023). *Visible Learning: The Sequel: A Synthesis of Over 2,100 Meta-Analyses Relating to Achievement.* Routledge.

U.S. Department of Education. (2016). *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments.* Office of Elementary and Secondary Education.

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
The district will use existing DLT, BLT, and TBT schedules to audit current "One Plan" implementation, ensuring every meeting agenda tracks Off-Track Indicators (EWS data) alongside instructional goals.	The district will use existing DLT, BLT, and TBT schedules to monitor the "One Plan," ensuring every meeting agenda tracks Off-Track Indicators (EWS data).	The DLT will analyze Ohio State Report Card data and MTSS growth trends to determine the "One Plan's" impact on the 2030 goal, using these findings to anchor the next three-year strategic cycle.
DLT, BLT, and TBT schedules and procedures will be created and followed.	DLT, BLT, and TBT schedules and procedures will be followed.	DLT, BLT, and TBT schedules and procedures will be followed.
The DLT will create task timelines for year one action steps.	The DLT will create task timelines for year two action steps.	The DLT will create task timelines for year three action steps.
The district will select and use district-approved assessments and implementation tools to monitor student outcomes and adult implementation.	The district will use district-approved assessments and implementation tools to monitor student outcomes and adult implementation.	The district will use district-approved assessments and implementation tools to monitor student outcomes and adult implementation.

Strategy #4: Professional Capital/LEAP

Hillsdale Local Schools is committed to advancing educator expertise through high-quality, continuous professional development aligned with Ohio's Professional Development Standards. We prioritize sustainable growth by providing all new teachers with comprehensive onboarding and dedicated mentoring. Following research-based best practices, our professional learning is job-embedded, collaborative, and content-specific—ensuring every initiative is directly aligned with district goals and provides the coaching necessary to drive student success.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute.
Kraft, M. A., Blazar, D., & Hogan, D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*, 88(4), 547–588.

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3

The Academic Council and district leadership will enhance educator capacity through a sustained, multi-year professional learning initiative. This evidence-based approach provides all staff with continuous coaching and collaborative support	Academic Council and district leadership will continue the developed plan with job-embedded learning and coaching support.	The Academic Council and district leadership will conduct an evaluation of the plan to measure its impact on teacher efficacy and student growth. By analyzing implementation data and educator feedback
The district will develop and implement a focused plan for training and support for onboarding new teachers.	The district will provide training and support for onboarding new teachers.	The district will evaluate the training and support provided to new teachers.
The district will develop and maintain a system to attract, obtain, and retain high-quality teachers based on district needs.	The district will maintain a system to attract, obtain, and retain high-quality teachers based on district needs.	The district will evaluate how well it has attracted, obtained, and retained high-quality teachers based on district needs.

Goal Area #2: Literacy
SMART Goal: By June 2029, 100% of Hillsdale Local School District students will meet or exceed expected growth in English Language Arts, with a specific focus on Writing components, as measured by State Report Card data and/or other district-approved literacy assessments.
Student Measure: ● Three times a year, 100% of K students will meet grade-level standards as measured by DIBELS 8. ● Three times a year, 100% of 1-3 students will meet grade-level standards as measured by DIBELS 8 ● Three times a year, 100% of 1-8 students will meet or exceed growth expectations as measured on the ELA NWEA MAP Growth assessment. ● Monthly, 100% of 7-12 students will improve their academic performance as measured by the D/F List. ● Quarterly, Students with Disabilities will show improvement on district-approved assessments.
Adult Implementation Measure: ● 100% of K-6 classrooms will dedicate at least 20 minutes daily to explicit writing instruction.

- 100% of 7-12 teachers (including Science, Social Studies, and Electives) will include at least one evidence-based writing task per unit of study.
- 100% of new teachers (0–3 years) will participate in at least two instructional coaching cycles per year, specifically focused on modeling and feedback for writing instruction.

Strategy #1: Curriculum, Instruction, and Assessment

Hillsdale Local School District will build teachers' capacity to analyze and use student writing data to guide targeted instruction, intervention, and enrichment. Building upon our foundational Science of Reading training, the district will provide ongoing coaching and advanced professional learning to ensure the continued, high-fidelity implementation of evidence-based literacy and writing strategies.

The staff will continue to use **a state-approved curriculum consistently,** ensuring that evidence-based writing practices are integrated into every lesson. By focusing on rigorous application, teachers will meet the unique needs of each learner, using data to bridge achievement gaps and ensure that all students meet or exceed state writing standards.

Rennie Center for Education Research & Policy (2025). *Curriculum Matters: Identifying High-Quality Instructional Materials*
Graham, S., et al. (2023). A Meta-Analysis of Writing Treatments for Students in Grades 6–12. Journal of Educational Psychology

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Develop an alignment map focused on writing expectations and expected development across grade levels K-12.	We will use the alignment map to guide planning for and implementing writing instruction across content areas.	We will monitor the effectiveness of the alignment map by analyzing the state assessment data in the area of writing.
Audit existing data tools and pilot ethical AI-powered writing assistants to identify platforms that align with the Science of Reading and state-approved curriculum standards	Develop data analysis protocols that incorporate AI-driven insights, enabling administrators and teachers to efficiently personalize instruction, intervention, and enrichment	Implement and monitor AI-enhanced protocols to ensure staff use high-quality data to guide daily instruction and to evaluate the long-term impact of evidence-based writing strategies.
Identify students who are not on-track and provide RIMPs, Success Plans, and Transition Plans (if applicable).	Identify students who are not on-track and provide RIMPs, Success Plans, and Transition Plans (if applicable).	Identify students who are not on-track and provide RIMPs, Success Plans, and Transition Plans (if applicable).

Strategy #2: College and Career Readiness

Hillsdale Local School District will implement a Multi-Tiered System of Supports (MTSS) to ensure all students develop the advanced writing and literacy competencies required for post-secondary success. The teaching staff will utilize a "Science of Reading" lens to analyze ELA, writing samples, and real-time formative data, identifying students who require interventions to meet grade-level communication standards. This tiered framework—enhanced by AI-driven diagnostic tools and evidence-based writing strategies—will enable staff to provide instruction necessary to ensure 100% of graduates are prepared for the writing demands of college, the military, or the modern workforce.

According to the American Institutes for Research (AIR), “A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement... ensuring positive outcomes for districts, schools, teachers, and students.” Research from the Writing Next report emphasizes that for college and career readiness, "extended time for writing and a multi-component approach to instruction are foundational for students to move from basic literacy to the advanced analytical writing required in professional environments."

Maryland State Department of Education (2025). *A Framework for Multi-Tiered System of Supports: 2025–2026 Edition*
Institute of Education Sciences (IES) (2024). *Supporting Teachers’ Implementation of Data-Based Instruction in Early and Adolescent Writing*

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Audit the secondary curriculum to ensure students are practicing the specific genres required for post-secondary success (e.g., lab reports in Science, business proposals in CTE, and annotated bibliographies in ELA).	Incorporate real-world professional writing opportunities for secondary students, featuring feedback loops and AI-assisted revision	Monitor the effectiveness of the focus on cross-curricular and real-world writing through state report card data and district assessments.
Review the writing requirements in our current K-12 curriculum and select the best technology to track student progress	Provide teachers with coaching on how to use proven writing strategies and AI tools during daily lessons	Use regular "Data Meetings" to group students for extra help or advanced writing projects
Annually, create and revise Graduation Plans for 9-12 students.	Annually, create and revise Graduation Plans for 9-12 students.	Annually, create and revise Graduation Plans for 9-12 students.

Educate staff, students, and the community on how grade-level writing mastery is a foundational requirement for all graduation pathways.	Educate staff, students, and the community on using evidence-based writing strategies and AI tools to meet the rigorous communication demands of various graduation seals	Educate staff, students, and the community on the process, where students prove they are prepared for their chosen post-secondary pathway through a final portfolio.

Strategy #3: Leadership, Administration, and Governance

Hillsdale Local School District will leverage shared leadership structures, including Teacher-Based Teams (TBTs), to establish high expectations for writing. By mastering the Science of Reading and implementing state-approved curriculum with fidelity, staff will build the collective efficacy required to ensure 100% of students meet or exceed expected literacy growth.

Research Support: According to researcher John Hattie, collective teacher efficacy is the shared belief among educators that their combined efforts can overcome challenges and significantly impact student outcomes. The US Department of Education emphasizes that generating and sharing evidence about effective instructional strategies is a vital tool for improving academic results. Furthermore, the Every Student Succeeds Act (ESSA) highlights that high-quality, evidence-based professional development is most effective when it is sustained, collaborative, and job-embedded, allowing teachers to align their instruction with rigorous state-approved materials and proven literacy practices.

Donahoe, L., & Robbins, S. (2025). *The Efficacy Engine: Powering Literacy Growth through Shared Leadership.*National Center on

Intensive Intervention (2024). *Scaling Literacy Success: The Role of Shared Leadership in Tiered Support Systems*

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
The district will use existing DLT, BLT, and TBT schedules to audit current "One Plan" implementation, ensuring every meeting agenda includes time for updates on growth in literacy.	The district will use existing DLT, BLT, and TBT schedules to monitor the "One Plan" ensuring every meeting agenda includes time for updates on growth in literacy.	The DLT will analyze Ohio State Report Card data and state testing data to determine the "One Plan's" impact on the 2030 goal, using these findings to anchor the next three-year strategic cycle.
DLT, BLT, and TBT schedules and procedures will be created and followed.	DLT, BLT, and TBT schedules and procedures will be followed.	DLT, BLT, and TBT schedules and procedures will be followed.
The DLT will create task timelines for year one action steps.	The DLT will create task timelines for year two action steps.	The DLT will create task timelines for year three action steps.

The district will select and use district-approved assessments and implementation tools to monitor student outcomes and adult implementation.	The district will use district-approved assessments and implementation tools to monitor student outcomes and adult implementation.	The district will use district-approved assessments and implementation tools to monitor student outcomes and adult implementation.

Strategy #4: Professional Capital/LEAP

Hillsdale Local School District will build the capacity of all educators, including new staff, by providing professional development and side-by-side coaching aligned with Ohio's Professional Development Standards. This support will focus exclusively on the Science of Reading and evidence-based writing instruction. The district will provide specialized onboarding and mentoring for all new teachers to ensure they can implement state-approved curriculum and AI-enhanced feedback tools with high fidelity from day one.

According to the Learning Policy Institute, high-quality professional learning is most effective when it is tied to specific content standards, incorporates active learning, and is job-embedded. Research from the National Center on Academics and Precision Intervention indicates that "coaching and collaborative modeling" are the most critical factors in moving teacher belief (efficacy) into measurable student growth in writing

Short, J., & Hirsh, S. (2024). *The Elements: Transforming Teaching through Curriculum-Based Professional Learning*
New Teacher Center (2025). The 2025 Standard for Instructional Mentoring and Induction

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
The Academic Council and district leadership will enhance educator capacity through a sustained, multi-year professional learning initiative. This evidence-based approach provides all staff with continuous coaching and collaborative support	Academic Council and district leadership will continue the developed plan with job-embedded learning and coaching support.	The Academic Council and district leadership will conduct an evaluation of the plan to measure its impact on teacher efficacy and student growth. By analyzing implementation data and educator feedback
The district will develop and implement a focused plan for training and support for onboarding new teachers.	The district will provide training and support for onboarding new teachers.	The district will evaluate the training and support provided to new teachers.

The district will develop and maintain a system to attract, obtain, and retain high-quality teachers based on district needs.	The district will maintain a system to attract, obtain, and retain high-quality teachers based on district needs.	The district will evaluate how well it has attracted, obtained, and retained high-quality teachers based on district needs.

Goal Area #3: Special Populations
SMART Goal: By June 2029, 100% of Hillsdale 9-12 special education students will score proficient or higher on Ohio State Tests End of Course Exams in Geometry and Algebra I
Student Measure: ● Monthly, 100% of 9-12 students with disabilities will maintain or improve classroom academic performance in math as measured by the D/F List. ● Monthly, 100% of 9-12 students with disabilities will increase class participation as measured by attendance records. ● Quarterly, 100% of students with disabilities will decrease the number of missing assignments as monitored through the School Without Failures Program. ● Yearly, the % of students with disabilities who are proficient in Geometry. And Algebra I will be monitored.
Adult Implementation Measure: ● 100% of 7-12 advisory and study hall teachers will review the D/F list and connect with students who are struggling. ● 100% of 7-12 advisory and study hall teachers will review the School without Failures document and connect with and support students who are struggling.
Strategy #1: Curriculum, Instruction, and Assessment *Hillsdale Local School District will build the capacity of 7-12 educators to use academic data and evidence-based instructional frameworks to improve outcomes for students with disabilities in Geometry and Algebra I. The district will prioritize the development of critical thinking and complex problem-solving skills, moving beyond rote memorization to ensure students can navigate the multi-step reasoning required on the Ohio State Tests. Teachers will have the opportunity to receive professional development on cognitive scaffolding techniques that help students with disabilities engage in mathematical inquiry. Staff members will maintain a focus on Ohio's Learning Standards for Mathematics and use state-aligned curricula to integrate logic-based challenges into lessons. Teachers will use monthly D/F lists and the "School Without Failures" data to provide interventions to students.* *Schoenfeld, A. H. (2023).Mathematical Problem Solving: Cognitive Research and Instructional Strategies.* *National Council of Teachers of Mathematics (2024).Principles to Actions: Ensuring Mathematical Success for All Students.*

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Hillsdale local schools will work with the TCESC to provide opportunities for 9-12 intervention and math teachers to engage in professional learning focused on cognitive scaffolding and complex problem solving.	Hillsdale local schools will work with the TCESC to provide opportunities for 9-12 intervention and math teachers to engage in professional learning focused on cognitive scaffolding and complex problem solving.	Hillsdale local schools will work with the TCESC to provide opportunities for 9-12 intervention and math teachers to engage in professional learning focused on cognitive scaffolding and complex problem solving.
Formalize the use of monthly D/F lists and the "School Without Failures" monitoring system to identify Students with Disabilities at the first sign of struggle in Geometry and Algebra I, ensuring immediate deployment of targeted support.	The formalized plan will be monitored and adjusted to best meet the needs of all students.	The formalized plan will be monitored and adjusted to best meet the needs of all students.
Develop a curriculum for an Applied Algebra course designed for 9th-grade students not ready for Algebra I	Monitor and adjust the curriculum for an Applied Algebra course designed for 9th-grade students not ready for Algebra I	Monitor and adjust the curriculum for an Applied Algebra course designed for 9th-grade students not ready for Algebra I

Strategy #2: Parent Engagement

The district will prioritize proactive, two-way communication protocols, moving beyond general information-sharing to leverage the Early Warning System (EWS) and "School Without Failures" data to initiate personalized family outreach at the first sign of declining attendance or grade attainment in Algebra I and Geometry. Educators will maintain a focus on cultural and linguistic responsiveness, ensuring that families of English Learners and Students with Disabilities receive personalized transition materials and academic recovery plans in their home language to ensure shared accountability for 2029 graduation goals

Research consistently shows that parent and community involvement drives improved academic engagement, long-term life success, and decreased dropout rates. According to John Hattie's meta-analysis, a positive school climate—built on strong relationships between parents and staff—has significant potential to increase student achievement. By fostering these connections, Hillsdale Local Schools will transition from passive communication to an active partnership model. providing students with tangible opportunities such as internships and military readiness supports. The collaborative nature of this approach is fully aligned with the district's 2030 goal of 100% post-secondary success.

Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.* Routledge.

Walker, K., Hicks, G., Johnson, K., & Boone, B. (2022). Partnering with families through special education. The Ohio Statewide Family Engagement

Center.

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Audit current community and family engagement opportunities provided to identify gaps in outreach and participation.	Launch targeted engagement initiatives for families of off-track students, providing focused education on graduation requirements, collaborative scheduling support, and active participation in the development of Student Success or Graduation Plans.	Evaluate the effectiveness of family engagement initiatives by correlating participation data with student "on-track" data to refine outreach strategies and improve support for at-risk populations.
Deploy a two-way communication app for school-to-home interactions, requiring its use for sharing Early Warning System alerts and Student Success Plan updates.	Monitor engagement data to ensure that families of off-track students are actively utilizing the two-way messaging features to collaborate with teachers on intervention strategies.	Analyze communication engagement data to evaluate the correlation between frequent two-way messaging and student "on-track" growth.
Evaluate current use of feedback forms and data monitoring systems to track attendance and engagement at family and community events.	Implement improved data monitoring systems to track attendance and engagement at family and community events.	Evaluate data monitoring systems to track attendance and engagement at family and community events.

Strategy #3: Leadership, Administration, and Governance

Hillsdale Local School District will leverage shared leadership structures, including Teacher-Based Teams (TBTs), to establish high expectations for writing. By mastering the Science of Reading and implementing state-approved curriculum with fidelity, staff will build the collective efficacy required to ensure 100% of students meet or exceed expected literacy growth.

Research Support: According to researcher John Hattie, collective teacher efficacy is the shared belief among educators that their combined efforts can overcome challenges and significantly impact student outcomes. The US Department of Education emphasizes that generating and sharing evidence about effective instructional strategies is a vital tool for improving academic results. Furthermore, the Every Student Succeeds Act (ESSA) highlights that high-quality, evidence-based professional development is most effective when it is sustained, collaborative, and

job-embedded, allowing teachers to align their instruction with rigorous state-approved materials and proven literacy practices.

Donahoe, L., & Robbins, S. (2025). *The Efficacy Engine: Powering Literacy Growth through Shared Leadership.*National Center on

Intensive Intervention (2024). *Scaling Literacy Success: The Role of Shared Leadership in Tiered Support Systems*

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
The district will use existing DLT, BLT, and TBT schedules to audit current "One Plan" implementation, ensuring every meeting agenda includes time for updates on growth in literacy.	The district will use existing DLT, BLT, and TBT schedules to monitor the "One Plan" ensuring every meeting agenda includes time for updates on growth in literacy.	The DLT will analyze Ohio State Report Card data and state testing data to determine the "One Plan's" impact on the 2030 goal, using these findings to anchor the next three-year strategic cycle.
DLT, BLT, and TBT schedules and procedures will be created and followed.	DLT, BLT, and TBT schedules and procedures will be followed.	DLT, BLT, and TBT schedules and procedures will be followed.
The DLT will create task timelines for year one action steps.	The DLT will create task timelines for year two action steps.	The DLT will create task timelines for year three action steps.
The district will select and use district-approved assessments and implementation tools to monitor student outcomes and adult implementation.	The district will use district-approved assessments and implementation tools to monitor student outcomes and adult implementation.	The district will use district-approved assessments and implementation tools to monitor student outcomes and adult implementation.

Strategy #4: Professional Capital/LEAP

Hillsdale Local School District will build the capacity of all educators, including new staff, by providing professional development and side-by-side coaching aligned with Ohio's Professional Development Standards. This support will focus exclusively on the Science of Reading and evidence-based writing instruction. The district will provide specialized onboarding and mentoring for all new teachers to ensure they can implement state-approved curriculum and AI-enhanced feedback tools with high fidelity from day one.

According to the Learning Policy Institute, high-quality professional learning is most effective when it is tied to specific content standards, incorporates active learning, and is job-embedded. Research from the National Center on Academics and Precision Intervention indicates that

"coaching and collaborative modeling" are the most critical factors in moving teacher belief (efficacy) into measurable student growth in writing Short, J., & Hirsh, S. (2024). *The Elements: Transforming Teaching through Curriculum-Based Professional Learning* *New Teacher Center (2025). The 2025 Standard for Instructional Mentoring and Induction*		
Action Steps Year 1	**Action Steps Year 2**	**Action Steps Year 3**
The Academic Council and district leadership will enhance educator capacity through a sustained, multi-year professional learning initiative. This evidence-based approach provides all staff with continuous coaching and collaborative support	Academic Council and district leadership will continue the developed plan with job-embedded learning and coaching support.	The Academic Council and district leadership will conduct an evaluation of the plan to measure its impact on teacher efficacy and student growth. By analyzing implementation data and educator feedback
The district will develop and implement a focused plan for training and support for onboarding new teachers.	The district will provide training and support for onboarding new teachers.	The district will evaluate the training and support provided to new teachers.
The district will develop and maintain a system to attract, obtain, and retain high-quality teachers based on district needs.	The district will maintain a system to attract, obtain, and retain high-quality teachers based on district needs.	The district will evaluate how well it has attracted, obtained, and retained high-quality teachers based on district needs.