



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 21, 2020

Dear Superintendent,

Thank you for submitting the Heir Force Community School Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find feedback on the district's submitted Reading Achievement Plan below.

Strengths of the Reading Achievement Plan:

- Includes Tier 1 instruction of evidence-based practices as a focus for professional learning.
- Describes the use of the Ohio Improvement Process team structures to support data analysis within teacher-based teams.
- Identifies interventions and practices that reflect an evidence-based approach to strengthen Tier I instruction.

This plan will benefit from:

- Developing a tool to assess adult implementation of evidence-based practices for Tier 1 instruction.
- Describing how diverse learners are supported during language and literacy instruction. Include a plan for Tier 2 and 3 instruction.
- Outlining efforts for family engagement opportunities to support literacy learning at home.

In January 2020, the Department published the revised version of [*Ohio's Plan to Raise Literacy Achievement*](#). This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Sincerely,

Melissa Weber-Mayrer, Ph.D.
Director, Office of Approaches to Teaching and Professional Learning

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For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Heir Force Community School

DISTRICT IRN: 000613

DISTRICT ADDRESS: 150 W. Grand Lima, Ohio 45801

PLAN COMPLETION DATE: December 10, 2019

LEAD WRITERS: Dr. Heggins, Nancy Junkins, Heather Keith

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
Dr. Willie Heggins	Executive Director: Heir Force Community School	150 W. Grand, Lima Ohio 45801	wheggins@heirforcecs.com
Heather Keith	Special Education Coordinator	150 W. Grand, Lima Ohio 45801	hkeith@heirforcecs.com
Nancy Junkins	Curriculum Coordinator	150 W. Grand, Lima Ohio 45801	njunkins@heirforcecs.com
Lorrae Phillips	ELA teacher grade 4	150 W. Grand, Lima Ohio 45801	lphillips@heirforcecs.com
MaKenzie Everett	ELA teacher grade 3	150 W. Grand, Lima Ohio 45801	meverett@heirforcecs.com
Caryn Timmerman	Consultant - SST 6	1045 Dearbaugh Ave. Wapakoneta Ohio 45895	ctimmerman@sst6.org

Name	Title/Role	Location	Email
Morgan Sharp	Reading Intervention Specialist	105 W. Grand Lima Ohio 45801	msharp@heirforcecs.com

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

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

The Heir Force Community Plan has been developed by our Community School Leadership Team(BLT) in conjunction with the DLT to ensure alignment to the school and district mission, the existing reading goals in the Comprehensive Continuous Improvement Plan (CCIP), our district-wide Positive Behavior Intervention Supports (PBIS), School Improvement Plan, and our 5 Year Strategic Plan.

HFCS LITERACY PLAN HAS BEEN ALIGNED TO OHIO'S PLAN TO ACHIEVE LITERACY IN THE FOLLOWING WAYS:

- Serves as a guide to promote evidence-based language and literacy teaching and learning for all students within grades K- 8.
- Communicates a cohesive literacy framework to promote proficiency in reading for all students in grades K-8.
- Alignment to the Ohio Improvement Process (OIP).
- Focus on Shared Leadership
 - HFCS recognizes that shared leadership is essential to the successful implementation of evidence-based instruction and intervention for all students, inclusive of vulnerable populations.
 - Teacher Based Teams (TBT's), Building Leadership Team (BLT's) and the District Leadership Team (DLT) structures operate within the framework established with the Ohio Improvement Process (OIP)
 - Teacher Capacity: HFCS is committed to improving teacher capacity through focused professional development opportunities, job-embedded learning and coaching in literacy practices and interventions.
 - The Heir Force Community School literacy plan is a comprehensive, K-8 district response to our literacy needs, as determined by our data analysis and root cause analysis as it relates to all students in grades K-8.

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

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.

In creating this plan, we reviewed feedback from the State regarding our previous Reading Achievement Plan from the 2018-2019 school year as a starting point. HFCS has also analyzed the results and performance trends from the following data sources: district and building report cards, CCIP planning tool and goals and needs assessment, Dibels, KRA, TBT Data Tracker analysis from grades K-8, STAR and Early Literacy from Renaissance, Phonemic Awareness Assessment tools and classroom formative short cycle assessments to develop this plan. The HFCS literacy plan represents a comprehensive approach to improved literacy and student success across the K-8 continuum with an emphasis on literacy. The contents of this plan, the sources of data utilized, the resources applied, and the action steps and stakeholder groups contained within it have been strategically aligned to the CCIP for the district through the efforts of the district's leadership teams (TBT, BLT, and DLT). The following highlights the connections between our plan and all other improvement plans within the district that are also focused on literacy outcomes:

OHIO'S LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS / DISTRICT SCOPE AND SEQUENCE:

- HFCS has developed high quality, vertically aligned English language arts curriculum mapping documents for grades K-8. Extended Standards and Learning Progressions are referenced to create weekly lesson plans and long range planning.
- Continued working towards the development of curriculum pacing documents that are aligned with our new K-2 reading series, Superkids
- HFCS is working to develop and implement a standards-aligned system of assessments using Depth of Knowledge questions to measure literacy outcomes for all students in grades K-8 as aligned to the Ohio's State Tests in English Language Arts for grades 3-8
- HFCS is working to improve a data collection system to collect and analyze benchmark data for the purpose of measuring growth and achievement for all students in grades K-8, inclusive of vulnerable populations
- This plan supports the continued development of these systems for stakeholders to access and use to drive literacy improvement in our district

COMPREHENSIVE CONTINUOUS IMPROVEMENT PLAN (CCIP)

- The CCIP goals are aligned to this plan as a means to advance the effectiveness of the plan by identifying learner needs, setting measurable goals, identifying the root causes of concerns and the development of action plans to ensure and monitor continuous improvement

OHIO THIRD GRADE READING GUARANTEE

- Our plan is aligned to the data analysis and action planning resulting from the Third Grade Reading Guarantee
- RIMP development, implementation and progress monitoring is an integral component within plan
- HFCS Positive Behavior Intervention Supports (PBIS) processes are aligned.
- HFCS recognizes the importance of a positive school culture and climate in order to develop and maintain an environment that is conducive to teaching and learning as it relates to literacy and language instruction and intervention in grades K-8.

EQUITABLE ACCESS TO EXCELLENT EDUCATORS

- HFCS recognizes the importance of equitable access to excellent educators for all students to ensure high quality literacy instruction to develop fluent readers with grade level comprehension skills
- Analysis of highly qualified teaching staff in grades K-8 reveals that teachers in grades K-8 English language arts are highly qualified to teach without exception.

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

SECTION 3, PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

Insert an **analysis** of relevant student performance data from sources that **must include**, but are not limited to, the **English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and benchmark assessments, as applicable.**

- KRA Kindergarten Readiness Assessment
- ELA State Report Card
- K-3 Literacy State Report Card
- STAR Benchmark/Formative Assessment Data
- Dibels Benchmark and Progress Monitoring Data
- Phonological Awareness, Heggerty

The team uses the Simple View of Reading (Gough & Tunmer, 1986) to drive all literacy content discourse, development and organization of resources to support the Heir Force Community School literacy plan.

Decoding and word level reading (the ability to transform print into spoken language) X's Language Comprehension (the ability to understand spoken language) = Reading Comprehension (Gough 1986)

The following data analysis was conducted to determine relevant student performance measures to assist with writing and monitoring the plan in order for our district to increase literacy success and growth in all students:

KINDERGARTEN READINESS ASSESSMENT

In Ohio, every child entering kindergarten in a public school is assessed with Ohio's Kindergarten Readiness Assessment across the essential areas of school readiness, including language and literacy. The data from the fall assessment shows 6/25 or 25% of the present kindergarten students are Demonstrating Readiness: 15/25 or 62.5% of the present kindergarten students are Approaching Readiness: 3/25 or 12.5% of the present kindergarten students are Emerging Readiness.

- The KDG TBT team has also worked to analyze trends in data. The analysis reveals that consistent areas of weakness include:
 - Naming letters – 75% struggled with this concept
 - Making letter sounds – 75% struggled with this concept
 - Retell text in sequence – 96% struggled with this concept
 - ID beginning sounds in words – 58% struggle with this concept

Heggerty Benchmark Data Grades K - 3

The initial Heggerty benchmark data showed the following results by grade level:

Kindergarten

	Uppercase Alphabet	Lowercase Alphabet	Letter Sound Identification	Rhyme Recognition	Onset Fluency Initial Phoneme
Beginning	58%	58%	50%	17%	8%
Developing	17%	8%	25%	50%	42%
Meets	25%	33%	25%	33%	50%

75 % of kindergarten students do not show mastery of upper case alphabet letters: 65% of the students do not show mastery of lower case letters. 67% of the students do not meet the requirement for rhyming recognition. 50% of students do not meet the requirements of letter sound identification.

Grade 1

	Final Sound	Segment words in Phonemes	Adding Phonemes	Deleting Phonemes	Substituting Phonemes
Beginning	28%	11%	44%	11%	39%
Developing	16%	11%	11%	33%	11%
Meets	54%	78%	45%	55%	50%

46% of grade 1 students do not meet the Final Sound recognition: 50% of the students struggle with adding, deleting or substituting phonemes

Grade 2

	Isolation Final Sound	Isolating Medial Sound	Adding Phonemes	Substituting Phonemes
IR Intervention recommended	28%	28%	28%	32%
Meets	78%	78%	78%	68%

Grade 3

	Isolation Final Sound	Isolating Medial Sound	Adding Phonemes
IR Intervention recommended	46%	38%	31%
Meets	54%	62%	69%

46% of grade 3 students do not meet isolation of final sound; 38% do not meet Isolating Medial sounds; 39% struggle with adding phonemes

ELA Data From the District State Report Card:

HFCS Teacher Based Teams (TBT's), Building Leadership Teams (BLT's) and the District Leadership Team (DLT) have analyzed the reading data from the state report cards over the course of the last three years to identify trends and patterns as they relate to growth over time, K-3 literacy indicator data, proficiency rates as compared with comparable Ohio districts.

Percentage of Students Performing At The Proficient Level or Higher on the Spring 2019 AIR Assessment and the Percentage of Students Performing At The Proficient Level or Higher on the Spring 2019 AIR for Ohio.

- HFCS students passed each of the State ELA assessments at a rate significantly lower than similar districts and the state average, in all instances HFCS scored below the state average in all % of students proficient on the spring state assessment.

Comparison of HFCS % of students proficient and STATE data from of the % of students proficient on the ELA Spring Ohio Assessments in 2019, 2018, 2017

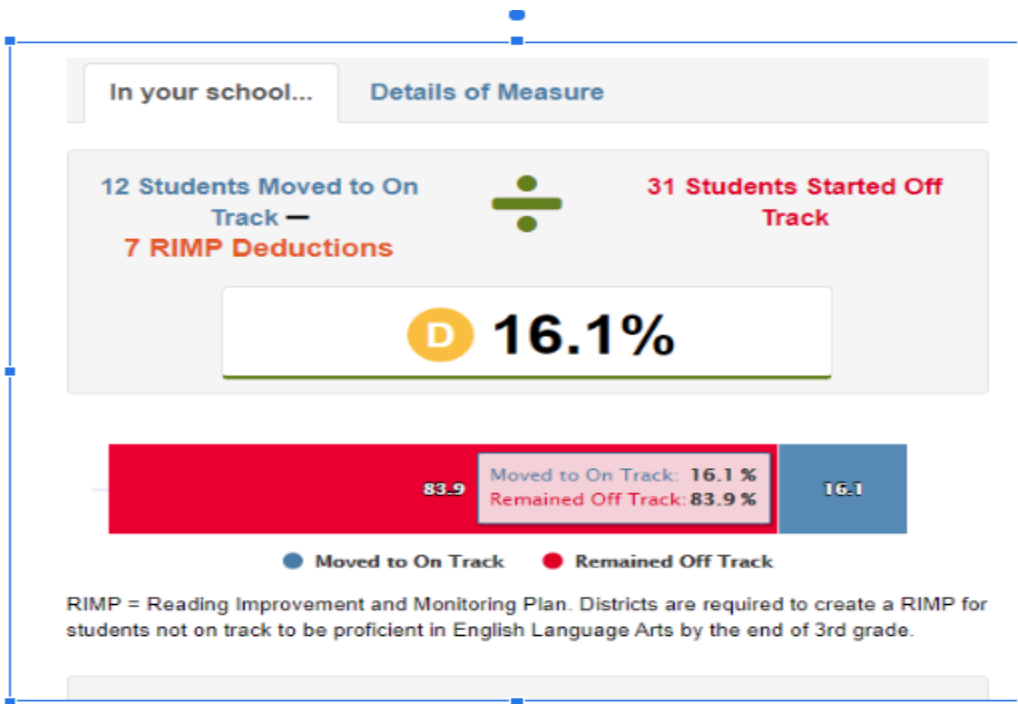
ELA Grade	HFCS 2019	State 2019	HFCS 2018	State 2018	HFCS 2017	State 2017
3	52.8	66.7	51.9	61.2	39.4	61.2
4	59.1	63.3	44.8	66.4	39.1	66.4
5	56.7	69.8	57.9	70.2	37.0	70.2
6	37.5	56.1	50.0	59.9	45.7	59.9
7	45.8	67.7	43.8	63.9	37.0	63.9
8	53.3	58.3	44.0	54.5	50.0	54.5

K-3 Literacy Report Card Data: Spring 2019

HFCS % of students Not on Track on the Spring 2019 Reading Diagnostic

HFCS	2019	2018	2017	2016
Kindergarten	8.3	48.1	25.0	20.8
1st Grade	30.4	13.8	51.4	34.2
2nd Grade	0.0	25.0	40.0	30.0
3rd Grade	37.1	40.0	41.4	65.6

- 1st and 3rd grade had more than 30% of all students Not On Track at the end of the 18-19 school year.



- 12/31 identified RIMP students in the 2018-2019 school year remained Off Track at the end of the 18-19 school year.

STAR Benchmark/Progress Monitoring Data: November 2019

Benchmark/Formative Assessment Data: Renaissance STAR/Early Literacy

STAR Benchmark data for grades 2 - 4 Formative Assessment Data

Grade 2					
List the % and # of students scoring in the 5 designated SS areas					
Date	READING				
	Limited	Basic	Proficient	Accelerated	Advanced
Initial testing	9/23 39%	7/23 30%	6/23 26%	0	1/23 4%
October	8/23 35%	4/23 17%	10/23 43%	0	1
November	5/23 22%	6/23 26%	7/23 30%	5/23 22%	0

48% of grade 2 students were not On Track on the November 2019 assessment

Grade 3 Reading STAR formative assessment of growth

List the % and # of students scoring in the 5 designated SS areas						
Date	READING					
Grade 3	Limited	Basic	Proficient	Accelerated	Advanced	# of Students tested
Initial testing	18 = 69%	2 = 7%	3 = 11%	1 = 3%	2 = 11%	26 tested
October	16 = 59%	6 = 22%	4 = 14.0%	1 = 3%	0 = 0%	27 tested
November	21 = 75%	1 = 3%	3 = 10%	1 = 3%	2 = 7%	28 tested

76% of grade 3 students were not On Track on the November 2019 assessment

Grade 4 Reading STAR formative assessment of growth

List the % and # of students scoring in the 5 designated SS areas					
Date	READING				
Grade 4	Limited	Basic	Proficient	Accelerated	Advanced
Initial testing	14=46%	11=36%	5=16%	0	0
October	14=46%	9=30%	5=16%	2=6%	0
November	11=36%	13=43%	3=10%	2=6%	1=1%

79% of grade 4 students were Not on Track on the November 2019 assessment

Early Literacy Grade 1

Grade 1	Line				
List the % and # of students scoring in the 5 designated SS areas					
Date	READING				
	Limited	Basic	Proficient	Accelerated	Advanced
Initial testing	5/43 12%	10/43 23%	4/43 9%	9/43 21%	15/43 35%
October	3/43 7%	5/43 12%	6/43 14%	10/43 23%	19/43 44%
November	5/43 12%	6/43 14%	13/43 30%	4/43 9%	15/43 35%

57% grade 1 students are Not On Track as of the November 2019 progress monitoring assessment

Early Literacy - Kindergarten

Date	Maas - Early Lit				
	Limited	Basic	Proficient	Accelerated	Advanced
Initial testing	4/13 31%	3/13 23%	3/13 23%	0	3/13 23%
October	2/14 14%	4/14 29%	4/14 29%	1/14 7%	3/14 21%
November	1/14 7%	1/14 7%	3/14 21%	3/14 21%	6/14 43%

List the % and # of students scoring in the 5 designated SS areas

Date	Bartlett Early Literacy				
	Limited	Basic	Proficient	Accelerated	Advanced
Initial testing	7/13 54%	3/13 23%	0/13 0%	0 0%	3/13 23%
October	6/13 46%	2/13 15%	3/13 23%	0 0%	2/13 15%
November	3/13 23%	3/13 23%	0/13 0%	4/13 31%	3/13 23%

40% of kindergarten students were Not On Track on the November 2019 progress monitoring assessment

DIBELS Benchmark Data:

Based on the Dibels Benchmark assessment given in November of 2019, the table below designates the areas of concern for grade K - 3.

Grade 3	WRF	ORF	Maze
% of students Intensive	43%	46%	61%

Grade 2	NWF	WRF	ORF	Maze
% of students Intensive	59%	45%	50%	64%

Grade 1	LNF	NWF - CLS	NWF - WRC
% of students Intensive	54%	34%	51%

Kindergarten	LNF	PSF	NWF-CLS	NWF-WRC
% of students Intensive	69%	77%	73%	96%

Overall Analysis of Data: The data shows that students in grades K - 8 show intensive need in the area of Phonics development. The DIBELS data indicates that kindergarten students are weak in letter identification as well as Phonemic Segmentation. Grade 1 students show a concern in Letter Naming Fluency as well as Nonsense Word Fluency. Grade 2 students indicate both Oral Reading Fluency and Nonsense Word Fluency to be areas of concern. Grade 3 shows concerns in the areas of Oral Reading Fluency as well as comprehension.

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.

- The loss of veteran teachers in the past 5 years has resulted in less experienced teachers at the K-3 level and the need for ongoing, job embedded professional development.
- Heir Force Community School is a district of high poverty. The district serves 95% low socio-economic population as defined by the National School Lunch Program.
- The percentage of incoming kindergarten students with previous preschool experience is less than 45% of the kindergarten student population.
- Students with special education needs is increasing every year. In the 2017-2018 school year 15.8% of our students were identified with special needs, in the 2018-2019 school year, 18% of students are identified.
- HFCS has a chronic absenteeism rate higher than 25%.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of [Ohio's Plan to Raise Literacy Achievement](#).

Heir Force Community School literacy vision is for all learners to acquire the knowledge and skills needed to read at grade level. HFCS will implement a literacy instructional framework that emphasizes all of the key components of a comprehensive literacy program for every student, every day. These key components include:

- Phonemic awareness
- Phonics
- Reading fluency
- Vocabulary acquisition and development
- Reading comprehension
- Writing experiences.

These key components shift to the following in adolescent literacy:

- Advanced Phonics and Word Study
- Reading fluency
- Vocabulary acquisition and development
- Reading comprehension
- Motivation
- Writing experiences

HFCS will plan and deliver evidence-based instructional practices and implement evidence-based systems to ensure that all students have access to the instruction and resources needed to achieve grade level literacy skills. To achieve this vision, HFCS is committed to:

1. Using the Simple View of Reading (Gough & Tunmer, 1986) to drive all literacy content discourse, development and organization of resources necessary to support the state's comprehensive plan – Decoding and word level reading (the ability to transform print into spoken language) X's Language Comprehension (the ability to understand spoken language) = Reading Comprehension
2. Ensuring all learners are represented and supported throughout the language and literacy development continuum (emergent literacy, early literacy, conventional literacy and adolescent literacy) and providing specific recommendations for struggling readers;
3. Enhancing partnerships and collaboration of general and special education practitioners and stakeholders;
4. Enhancing infrastructure supports to build implementation capacity at the building, and classroom levels.
5. Invest in an evidence based reading program for grades K - 2. Purchased the Zaner- Bloser SuperKids reading series for K - 2 and the Handwriting program for grade 3

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. 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#1 - Increase the percentage of learners meeting or exceeding third grade proficiency standards by 5% from the 51.9% baseline established in the 2017-2018 school year, as measured by the Ohio State Test

Kindergarten: to be accomplished by the end of the 2019-2020 school year:

1. Increase from 23% to 100% of all present kindergarten students demonstrating mastery of Phonemic Segmentation Fluency (PSF) using DIBELS

First Grade: to be accomplished by the end of the 2019-2020 school year:

1. Increase from 23% to 100% of grade 1 students demonstrating mastery of Letter Naming Fluency (LNF) now accounts for how frequently letters appear in both upper- and lower-case forms using DIBELS
2. Increase from 49% to 100% of grade 1 students demonstrating mastery of Nonsense Word Fluency (NWF) using DIBELS

Second Grade: to be accomplished by the end of the 2018-2019 school year:

1. Increase from 41% to 100% of all present grade 2 students demonstrating mastery of Nonsense Word Fluency (NWF) using DIBELS
2. Increase from 50% to 100% of all grade 2 students demonstrating mastery of Oral Reading Fluency (ORF) using DIBELS

Third Grade: to be accomplished by the end of the 2018-2019 school year:

1. Increase from 54% to 100% of all present grade 3 students to demonstrate mastery of Oral Reading Fluency. using DIBELS
2. Increase from 39% to 100% of all grade 3 students demonstrating mastery of MAZE Comprehension using DIBELS

OVERARCHING GOAL #2 - Increase the percentage of RIMP identified students moving from Remaining Off Track to Moved to On Track on the HFCS district report card by 10% each year using STAR Early Literacy and Reading assessments

1. Increase from 16.1% students designated as Moved to On Track: 2019-2020 35% of RIMP students ON TRACK

SECTION 6: ACTION PLAN MAP(S)

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.

Goal # __1_ Action Map

OVERARCHING GOAL#1 - Increase the percentage of learners meeting or exceeding third grade proficiency standards by 5% from the 51.9% baseline established in the 2017-2018 school year, as measured by the Ohio State Test

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	All K-2 teachers will participate in professional development focusing on student engagement strategies.	K-2 teachers will incorporate 10 minutes to direct instruction of targeted phonemic awareness skills	K-2 teachers will progress monitor student progress on identified phonemic awareness and phonics skills using Dibels assessments
Timeline	August 2019 - August 2020	August 2019 - August 2020	Benchmark of all K-3 students Progress monitoring of identified At Risk students November - May
Lead Person(s)	Curriculum Coordinator; Classroom teacher	Curriculum Coordinator; Classroom teacher	Classroom teacher
Resources Needed	DIBELS professional development and materials The New Art and Science of Teaching by Marzano TBT times for discussion of strategies development	Teachers Guide - grade level edition of Heggerty Phonemic Awareness Curriculum	Dibels materials
Specifics of Implementation	Teachers will include engagement strategies in lesson plan. Data recording from formative assessments and progress monitoring	Direct instruction using the Heggerty will occur 5 out of 5 days each week Peer reviews Administration walkthrough for fidelity of use	Progress monitoring will occur weekly or bi-weekly for identified at risk students using Dibels Benchmark by Heggerty 3x per year, Benchmark of Dibels all students 2 times this year
Measure of Success	Weekly lesson plans	Instruction 5 out of 5 days a week for 10 minutes	Percentage of students Meeting the expected grade level in the subtests

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	Weekly team meetings	Weekly team meetings	Monthly TBT reports

Goal # 2 Action Map

OVERARCHING GOAL #3 - Increase the percentage of RIMP identified students moving from Off Track to On Track on the HFCS district report card by 10% each year using STAR Early Literacy and Reading assessments

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	All K-2 teachers will participate in professional development focusing on teaching phonics and phonemic awareness	K-3 teachers will participate in teacher based meetings, analyze student data, adult implementation, create instructional plans and adjust instructions on student needs	High quality implementation of evidence-based phonics, phonemic awareness and comprehension curriculum and supporting resources
Timeline	August 2019 - August 2020	August 2018 - May 2019	August 2018 - May 2019
Lead Person(s)	Curriculum Coordinator; Classroom teacher	Classroom teacher; reading intervention specialist	K - 3 Classroom teacher; reading intervention specialist
Resources Needed	DIBELS professional development and materials The New Art and Science of Teaching by Marzano Heggerty Materials	TBT meeting times and opportunities STAR assessment and student chromebooks access Grade level planning opportunities	Superkids reading series materials for teachers and students in grades K -2 Professional development or for teachers on the use of the Superkids program Additional chromebooks for student use.
Specifics of Implementation	SST 6 will provided Dibels professional development SST will provide professional development in Marzano Engagement strategies	Teachers will identify critical needs based on data Research and select evidence based strategies	Purchased professional development training by Zaner Bloser staff. Lesson plans Principal fidelity walkthroughs on usage of Superkids Teachers Dibels and Heggerty record sheets for monitoring student results
Measure of Success	Evidence that all staff has been trained in Dibels and engagement strategies	Walkthroughs by administration and peers Progress monitoring data Student interim and report cards	Students subtest scoring ON TARGET or Meets Target on the Heggerty Phonemic Awareness or the Dibels progress monitoring data

	Action Step 1	Action Step 2	Action Step 3
			Spring report card K-3 Literacy rating.
Check-in/Review Date	Weekly	Monthly TBT meetings Weekly lesson plans	Monthly TBT meetings

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.

As outlined in the HFCS district Improvement Plan: All students will be assessed using the Renaissance Learning STAR or Early Literacy Reading assessment. This data will be shared with the CSLT team. Students scoring below a 40 PR will be identified and a RIMP will be developed. RIMP small instructional groups will be established based on student performance data. The goal is to bring 100% of all students to perform at a 40 PR score or higher by the final STAR assessment given in late spring.

Initial intervention data will be shared with the school board at the fall meeting.

Progress monitoring of all RIMP students will take place on a weekly or bi-weekly schedule using Dibels monitoring probes. This will assess phonemic awareness, phonics skills, fluency growth and comprehension.

RIMP instructional groups will provide intensive, systematic instruction on foundational reading skills. This instruction will occur in small groups with a maximum of 60 minutes per week per student. Instruction will be adjusted after review of the bi-weekly progress monitoring data.

Monitoring of RIMP student progress will also include benchmark Dibels data at the winter and spring benchmark.

Quarterly progress monitoring using a Literacy Phonemic Awareness Assessment (Heggerty) will be used to assess the specific phonics goals

Over the course of the plan, there will be consistent progress monitoring through the following:

Observations and classroom walk-through visits

Formative assessments embedded in the Language Arts programs

STAR monthly formative assessment data

Teacher lesson plans will be used to verify targeted instructional small group planning

Reading Improvement Plan implementation Intervention plan meetings and documentation

Feedback will be provided to teachers and staff regarding the observations and walk-through visits.

Job embedded coaching will take place based on the level of implementation of the program and the results of the data analysis.

Through the process, the Administrative team will continue working with the teacher teams on Tier I and Tier II instruction and ensure that it is consistently occurring in the classroom setting.

Data will be analyzed at the monthly TBT meetings and discussed at the BLT and DLT meetings. The discussions will focus on both the student response to instructional strategies as well as the fidelity of implementation.

Once the quarterly assessment data is available, the teams will compare the data points to determine areas of growth, strength and concern

Teacher attendance at required Friday professional developments - The New Art and Science of Teaching, Marzano

Teacher attendance at TBTs and Superkids, Dibels professional training.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 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.

Data-driven Decision Making: Classroom teachers are using Dibels progress monitoring data to improve weekly targeted instruction for RIMP identified students. Classroom teachers are using teacher created weekly formative assessments to check the targeted skills areas on the TBT form. The data will be used to guide weekly teacher Tier I instruction in the classroom. Tier II instruction and interventions will be guided by the weekly or bi-weekly progress monitor data from the Dibels assessment. Benchmark or quarterly data from the STAR assessment will be used by DLT to check for ongoing student NCE growth and projections toward student proficiency.

Direct Instruction: Teachers are using the direct instruction model in the classroom to meet the needs of all learners. The goal, measure, hook, presentation, guided practice, assessment, wrap-up are critical components in instruction. This data is used to guide classroom instruction. Teachers are able to create intervention groups based on the data gathered in the direct instruction approach.

Effective Feedback: Teachers are providing effective individualized feedback based on student performance. This occurs through teacher/student conferencing, small group instruction, teacher modeling. This is monitored by administration walk-throughs, and peer observation.

HFCS has developed Practice Profiles for each of the strategies to define expectations, descriptions of effective use, and monitoring of the strategy.

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

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

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

Data gathered from the past 4 years has indicated that the Reading Street series we were using in the K-3 building was ineffective. After researching options, HFCS purchased the evidence based Superkids reading program for grades K - 2 as the Tier I reading instruction for all students. We also realized the need for better and more frequent ongoing progress monitoring data. HFCS purchase the Dibels program and the online data recording program.

In order to improve the percentage of students demonstrating proficiency on the Ohio State AIR assessment, HFCS has implemented evidence based strategy of Data Driven Decision Making. Data is gathered weekly through teacher created formative assessment, progress monitoring with Dibels, monthly formative assessment with the STAR and benchmark data from Heggerty Phonemic Awareness assessments. Monthly TBT teams, monthly BLT and quarterly DLT teams review and monitor the data. Feedback from the data is used to guide classroom instruction and small targeted group instruction.

As outlined in the HFCS district Improvement Plan: All students will be assessed using the Renaissance Learning STAR or Early Literacy Reading assessment. This data will be shared with the CSLT team. Students scoring below the 25th PR will be identified and a RIMP will be developed. RIMP small instructional groups will be established based on student performance data. The goal is to bring 100% of all students to perform at the 25th PR score or higher by the final STAR assessment given in late spring. Initial intervention data will be shared with the school board at the fall meeting. Progress monitoring of all RIMP students will take place on a weekly or bi-weekly schedule using Dibels monitoring probes. RIMP instructional groups will provide intensive, systematic instruction on foundational reading skills. The Heggerty Phonemic Assessments will be used in grades K-2 to measure progress on identified phonics skills. Students are expected to reach the Met designation on the phonics skills assessed. Teachers in grades 3 - 8 will create assessments that include DOK level questions with the purpose of assessing deficient skills identified on the STAR assessments. Teachers share data with TBT teams and BLT teams.

From the prior two consecutive years, HFSC has learned it is necessary to increase teacher accountability within the TBT teams. Changes have been made to the TBT process to monitor teacher involvement and use of the data to guide instruction. The TBT meetings include agendas and minutes. The TBT meetings are now being facilitated by a teacher rather than a district administrator. HFCS requires teachers to include Depth of Knowledge level questioning to be included in classroom assessments. HFCS is providing professional development throughout the 2019-2020 school year for teachers on Depth of Knowledge.

SECTION 8, PART C: 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. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

HFCS has committed each Friday to early dismissal of students to allow for 1.5 hours of staff professional development. Teachers take part in professional development that supports the identified district level strategy of Direct Instruction, Effective Feedback, and Data-Driven Decision Making, and Engagement Strategies as well as other strategies that will be identified by grade level teams throughout the year.

TBT teams meet once a month for 1 hour to discuss the data. These teams change in make up from grade level teams to subject level teams.

BLT teams meet 1 time per month to share the data gathered in the weekly TBT teams.

TBT teams meet weekly to discuss formative data. This data is used to guide instructional changes.

In the 2019-2020 school year, HFCS purchased the Dynamic Indicators of Basic Early Literacy Skills, DIBELS, assessment format. All teachers in grades K-3 will be trained in the administration of the Dynamic Indicators of Basic Early Literacy Skills assessment.

DIBELS staff training for grades K - 3 November 8, 2019

September 2019 - March 2020 - all staff will take part in bi-monthly trainings for Depth of Knowledge Questioning lead by Suzy Short from Lake Erie West ESC. Initial meeting took place on October 3, 2019

Staff took part in the professional development that introduces the extended standards and the learning progressions on August 12, 2019

September 2019 - March 2020 all K- 2 staff will take part in a book study over the Marzano book: The New Art and Science of Teaching - SST 6 Initial 11/15/2019 ongoing during school year

On Site Superkids Training and Coaching: October 21-22, 2019

Designation of Special Education - Professional Development September 20, 2019

Teacher's Guide to Completing ETRs. 12/06/2019

PBIS teams meet monthly to discuss ongoing discipline issues that affect student performance.

APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, etc., as needed.

N/A