

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

June 7, 2019

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 below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:

- **The literacy vision for Heir Force Community School is aligned to the 5 Big Ideas of Reading for primary and Adolescent learners.**
- **The Action Plan maps align to the needs found in the learner performance data around Phonological Awareness.**

This plan will benefit from:

- **This plan could benefit from building a strong foundation in their MTSS Tier 1 supports across the big ideas of reading before jumping ahead to Tier 2/3 interventions.**

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

READING ACHIEVEMENT PLAN

DISTRICT NAME: Heir Force Community School

DISTRICT IRN: 000613

DISTRICT ADDRESS: 150 W. Grand Lima, Ohio 45801

PLAN COMPLETION DATE: December 1, 2018

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

Dean Brown	ELA teacher grades 7-8	150 W. Grand, Lima Ohio 45801	dbrown@heirforcecs.com
Nicole Lanning	ELA teacher grade 3	150 W. Grand, Lima Ohio 45801	nlanning@heirforcecs.com
Caryn Timmerman	Consultant - SST 6	1045 Dearbaugh Ave. Wapakoneta Ohio 45895	ctimmerman@sst6.org
Holly Altman	Reading Intervention Specialist	105 W. Grand Lima Ohio 45801	haltman@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 recognizes that shared leadership is essential to the successful implementation of evidence-based instruction and intervention for all students, inclusive of vulnerable populations.1. 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) 2. 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 HFCS literacy plan, we reviewed feedback from the State regarding our previous plan Reading Achievement Plan from the 2017-2018 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, AimsWeb, KRA, TBT Data Tracker analysis from grades K-8, Phonemic Awareness Assessment tools and classroom formative short cycle assessments to develop this literacy 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 in 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 literacy 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
- Continued work towards the development of scope and sequence documents and curriculum maps in English language arts in grades K-8 is a priority.
- 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: 1. The Kindergarten Readiness Assessment (KRA) 2. K-3 Reading Diagnostic Assessments 3. Ohio's State Tests in English Language Arts for grades 3-8
- HFCS is working to develop and implement a data collection system to collect and analyze literacy 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

OHIO IMPROVEMENT PROCESS (OIP) COMPREHENSIVE CONTINUOUS IMPROVEMENT PLAN (CCIP) ●

The OIP processes 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
- POSITIVE BEHAVIOR INTERVENTION SUPPORTS (PBIS)
- 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
- Aimsweb Progress Monitoring Data
- Phonological Awareness Tracking

Heir Force Community School utilized the Ohio Improvement Process (OIP) frameworks to complete a data analysis and root cause analysis to build the literacy plan. The following section details the data points analyzed in grades K-8, followed by the root cause analysis and conclusions that are driving the action plans.

The team used 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. At the beginning of the 2016-2017 school year, 100% of students entering kindergarten were not on track at the beginning of the school year in language and literacy as measured by Ohio's Kindergarten Readiness Assessment. At the beginning of the 2017-2018, 80% of HFCS kindergarten students were not demonstrating readiness at the beginning of the school year in language and literacy.

Kindergarten Readiness Assessment 2018



Add Filter

Overall KRA Score

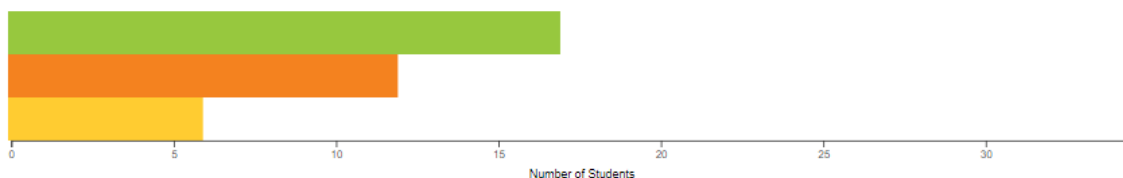
Domain report

1 HOW TO READ THIS CHART

CHART TYPE



All Students



On the KRA, children may be "demonstrating" (highest performance), "approaching" or "emerging" (lowest performance) in their overall kindergarten readiness. The outcome of demonstrating, approaching or emerging readiness considers all 50 items across the essential domains of school readiness. The KDG TBT team has also worked to analyze trends in data over the last two years. The analysis reveals that consistent areas of weakness include:

- Naming letters – 55% struggled with this concept
- Making letter sounds – 90% struggled with this concept
- Retell text in sequence – 96% struggled with this concept
- ID beginning sounds in words – 95% struggle with this concept

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 2018 AIR Assessment and the Percentage of Students Performing At The Proficient Level or Higher on the Spring 2018 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 the 2018, 2017, 2016

ELA Grade	HFCS 2018	State 2018	HFCS 2017	State 2017	HFCS 2016	State 2016
3	51.9	61.2	39.4	61.2	17.6	63.8
4	44.8	66.4	39.1	66.4	36.4	62.8
5	57.9	70.2	37.0	70.2	45.5	67.7
6	50.0	59.9	45.7	59.9	34.4	60.2
7	43.8	63.9	37.0	63.9	25.0	59.2
8	44.0	54.5	50.0	54.5	53.8	50.3

- Data indicates the percentage of students proficient in grades 3,4,6,and 7 on the ELA spring state assessment is increasing each year.
- Data indicates a general upward trend in grade 5 proficiency data for the % of students proficient on the ELA spring state assessment
- Data indicates the grade 8 has shown a continued decline in the number of students proficient on the the AIR spring assessment in ELA.

K-3 Literacy Report Card Data:

- When analyzing the HFCS data as it relates to Not on Track in the K-3 Literacy: HFCS continues to show a significantly large % of students Not on Track at the end of the school year. HFCS has not been successful at getting struggling readers on track to proficiency in the third grade.

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

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

- Approximately 35% of our students in grades K - 3 started the 2017-2018 school year Not on Track. Of these identified students 87.5% of them still were Not on Track at the end of the 2017-2018 school year based on the report card data.
- Approximately 45% of all students in grades K-3 are identified as needing a RIMP in the 2018-2019 school year.

Benchmark/Formative Assessment Data: Renaissance STAR

STAR Benchmark data for grades 3 - 8 and Formative Assessment Data

HFCS District results	% of Students below the 25 percentile	% of Students from 25th - 49th percentile	% of Students from 50th - 74th percentile	% of Students 75th percentile and above
Spring Final 2017-2018	32.4	35.3	15.7	16.7
Fall 2018 initial - 2nd	25.8	41.9	7.0	9.7
Nov. 2018 - 2nd	16.1	29.0	35.5	19.4
Fall 2018 initial - 3rd	26.7	28.9	26.7	17.8
Nov. 2018 - 3rd	16.1	29.0	35.5	19.4
Fall 2018 initial - 4th	27.3	31.8	36.4	4.5
Nov. 2018 - 4th	27.3	36.4	22.7	13.6
Fall 2018 initial - 5th	53.8	30.8	7.7	7.7
Nov. 2018 - 5th	34.5	34.5	17.2	13.8
Fall 2018 initial - 6th	25.0	37.5	31.3	6.3
Nov. 2018 - 6th	29.4	47.1	17.6	5.9
Fall 2018 initial - 7th	50.0	20.0	15.0	15.0
Nov. 2018 - 7th	66.7	4.2	16.7	12.5

Fall 2018 initial - 8th	28.6	42.9	0.0	28.6
Nov. 2018 - 8th	50.0	12.5	25.0	12.5

STAR Early Literacy Benchmark Data

HFCS 2018-2017	Early Emergent Reader	Late Emergent Reader	Transitional Reader	Probable Reader
2018 Initial - Kind.	24.0	54.0	22.0	0.0
2018 Initial - 1st	4.2	8.3	58.3	29.2

- STAR Early Literacy Benchmark Data 0% of our kindergarten students entering kindergarten with beginning reading development and 25% of our students entering kindergarten without early literacy targets skills.
- First grade STAR Early Literacy data indicates that more than 30% our first grade students are reading and 58% of our students are in the transitional stages of becoming readers.

Aimsweb Progress Monitoring Data:

Aimsweb Fluency Data October 2018	Tier I Above 50th percentile	Tier II 26th - 49th percentile	Tier III Below 25th percentile
Grade 3	20/46 43%	9/43 21%	14/43 36%
Grade 2	11/31 35%	3/31 10%	17/31 55%

- Grade 3 data shows that more than 50% of the present grade 3 students are below the expected fluency level.
- Greater than 50% of all grade students scored below the 50th percentile in the following sub skills:
Compare and Contrast of important points: Identify and cite evidence: Read grade level text with purpose and understanding:Distinguish literal and nonliteral meanings of words and phrases in context: Define theme and explain how it is conveyed: Retell fictional stories, myths, folktales.

Phonemic Awareness Progress Monitoring: Grades Kindergarten and First

Kindergarten

- 50% of the current kindergarten students demonstrated Below Level in the following areas:
 - Rhyme Recognition
 - Onset Fluency Initial Phonemes
 - Final Sound
- Kindergarten data shows fewer than 50% of the kindergarten students were above the 50th percentile in the Phonemic Awareness and Phonics subtest areas.
 - 25% of current kindergarten students demonstrated Below level in the following areas:
 - Upper and Lower Case Alphabet Identification
 - Letter Sound Identification



First Grade

- 30% of present first grade students demonstrated Below Level in the following area:
 - Rhyme Recognition
 - Middle Sound Identification

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. Presently in the 2018-2019 school year, 18% of are students are identified with IEPs.
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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.

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% each year, from the 51.9% baseline established in the 2017-2018 school year, as measured by the Ohio State Test (OST). 2018-19goal = 56.9%; 2019-20 goal = 61.9%; 2020-21 goal = 66.9%; 2021-22 goal = 71.9 %

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

1. Increase from 70% to 100% of all present kindergarten students demonstrating above level in the phonemic awareness areas of letter identification of both upper and lower case letters
2. Increase from 41% to 100% of all present kindergarten students demonstrating mastery of letter sound identification
3. Increase from 41% to 100% of all present kindergarten students demonstrating mastery of rhyme recognition
4. Increase from 62% to 100% of all present kindergarten students demonstrating mastery of onset fluency initial phonemes.
5. Increase from 32% to 100% of all present kindergarten students demonstrating mastery of final sound.

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

1. Increase from 66% to 100% of all present first grade students demonstrating mastery of rhyme recognition.
2. Increase from 70% to 100% of all present first grade students demonstrating mastery of final sounds in words.
3. Increase from 54% to 100% of all present first grade students demonstrating mastery of substitution of the initial phoneme sound.

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

1. Increase from 61% to 100% of all present second grade students demonstrating master of rhyme recognition.
2. Increase from 68% to 100% of all present second grade students demonstrating mastery of substituting phonemes.
3. Increase from 35% to 100% of all present second grade students scoring above the 50th percentile on the Aimsweb Oral reading fluency check.

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

1. Increase from 43% to 100% of all present third grade students scoring above the 50th percentile on the Aimsweb Oral Reading Fluency.

OVERARCHING GOAL #2 - Increase the percentage of students meeting or exceeding proficiency standards on the spring Ohio State Assessments by 5% each year from the 2017-2018 benchmark.

1. Third grade goal for the ELA assessment: 2018-2019 - 56.9%; 2019-2020 61.9%; 2020-2021 66.9%
2. Fourth grade goal for the ELA assessment: 2018-2019 - 49.8; 2019-2020-54.9%; 2021-2021 - 59.9%
3. Fifth grade goal for the ELA assessment: 2018-2019 - 62.9%; 2019-2020 - 67.9%; 2020-2021 - 72.9%
4. Sixth grade goal for the ELA assessment: 2018-2019 - 55%; 2019-2020 - 60%; 2020-2021 - 65%
5. Seventh grade goal for the ELA assessment; 2018-2019 - 48.8%; 2019-2020 - 53.8%; 2010-2021 - 58.8%
6. Eighth grade goal for the ELA assessment: 2018-2019 - 49%; 2019-2010 - 54%; 2020-2021 59%

OVERARCHING GOAL #3 - 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:

1. Increase from 17.5% students designated as Moved to On Track: 2018-2019 - 27.5%; 2019-2020 - 37.5%; 2020-2021 - 47.5%

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

Goal Statement: Increase the percentage of learners meeting or exceeding third grade proficiency standards by 5% each year, from the 51.9% baseline established in the 2017-2018 school year, as measured by the Ohio State Test (OST).
2018-19goal = 56.9%; 2019-20 goal = 61.9%; 2020-21 goal = 66.9%; 2021-22 goal = 71.9 %

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	All K-2 teachers will participate in language and literacy specific professional training targeting phonemic awareness	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 skills
Timeline	August 2018 - August 2019	2018-2019 school year	Progress monitoring of students
Lead Person(s)	Curriculum Coordinator; Classroom teacher	Curriculum Coordinator; Classroom teacher	Classroom teacher
Resources Needed	Heggerty Phonemic Awareness Training	Teachers Guide - grade level edition of Heggerty Phonemic Awareness Curriculum	TBT reporting data form
Specifics of Implementation	Teachers will include direct instruction goal in daily lesson plans	Direct instruction using the Heggerty will occur 4 out of 5 days each week	Progress monitoring will occur monthly for students
Measure of Success	Weekly lesson plans	Instruction 4 out of 5 days a week for 10 minutes	Percentage of students Meeting the expected grade level in the subtests
Check-in/Review Date	Weekly team meetings	Weekly team meetings	Monthly TBT reports

Goal # 2 Action Map

Goal Statement: Increase the percentage of students meeting or exceeding proficiency standards on the spring Ohio State Assessments by 5% each year from the 2017-2018 benchmark.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Data-Driven; All K-8 teachers will use the STAR/Early Literacy reading assessment to gather formative assessment data and effective student feedback processes	K-8 Teachers will plan instructional grouping and intervention based on STAR data and identified standards of concern	K-8 Teachers will assess identified standards using bi-weekly formative assessments tools aligned to assess the identified standards of concern
Timeline	August 2018 - May 2019	STAR/Early Literacy assessment will be conducted monthly in each classroom	Progress monitoring will occur bi-monthly on identified standards on teachers made assessments
Lead Person(s)	Curriculum coordinator: classroom teacher	Classroom teacher	Classroom teacher
Resources Needed	STAR/Early Literacy - computers or chromebooks Professional development from Renaissance Learning	TBT teachers based team meeting time Chromebooks for individual targeted student reading intervention - Moby Max; Renaissance Reading; Accelerated reading	Teachers will plan instructional group activities based on results of progress monitoring data
Specifics of Implementation	Monthly meetings with curriculum coordinator to review student progress	Individual teacher lesson plans will demonstrate reading groups and plan for addressing student needs	Teacher created progress monitoring assessments will include DOK type questions Teacher - student conferences concerning student Accelerated reading progress
Measure of Success	TBT form data	Walk-throughs; Peer observation;	STAR/Early Literacy monthly formative assessment data

Check-in/Review Date	Monthly administration of STAR	Weekly lesson plan data	Teachers will share progress monitoring assessment which include DOK questions with district BLT and TBT teams
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Goal # 3 Action Map

Goal Statement: 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:

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	RIMP identified students will receive 60 minutes a week with targeted instruction with a reading specialist and 60 minutes a week guided practice with classroom teacher.	target small group instruction using guided practice in regular classroom; targeted pull out instruction with reading intervention teacher	Classroom teachers will follow Guided Reading strategies to increase fluency; Reading intervention teacher will target phonemic awareness skills and vocabulary development
Timeline	August 2018 - May 2019	August 2018 - May 2019	August 2018 - May 2019
Lead Person(s)	Reading Intervention Specialist; Curriculum Coordinator	Classroom teacher; reading intervention specialist	Classroom teacher; reading intervention specialist
Resources Needed	Planning time to coordinate instruction; Data collection of progress monitoring data	Guided reading materials: online reading intervention programs for individual student use;	Professional Development on improving instruction through Guided Reading
Specifics of Implementation	Students participate in 60 minutes a week with small group targeted learning with the reading specialist	Students receive 60 or more each week with small group guided reading instruction with the classroom teacher	Summer of 2019
Measure of Success	Lesson Plans; Data charts; TBT forms	Walk throughs	Heggerty Phonemic Awareness assessment - 100% of students Meeting expectation: Aimsweb fluency assessment - 65% of all

			students scoring above the 60th percentile
Check-in/Review Date	Weekly	Monthly	Bi-monthly progress monitoring using Heggerty/Aimsweb

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 performing 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 bi-weekly schedule using Aimsweb monitoring probes. This will assess phonemic awareness and fluency growth.

RIMP instructional groups will provide intensive, systematic instruction on foundational reading skills. This instruction will occur in small group pull out 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 Aimsweb 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

Quarterly assessment comparisons (winter and spring)

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 II and Tier III instruction and ensure that it is consistently occurring in the classroom setting.

Data will be analyzed at the weekly 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.

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 teacher created weekly formative assessments to check the targeted skills areas on the TBT form. The data will be used to guide weekly teacher instruction in the classroom. Targeted small group pull out will use the bi-weekly monitoring data from the Aimsweb and Heggerty assessment to guide instruction. 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.*

In order to improve the percentage of students demonstrating proficiency on the Ohio State AIR assessment, HFCS has implemented the evidence based strategy of Data - Driven Decision Making. Data is gather weekly through teacher created formative assessment, bi-weekly using progress monitoring with Aimsweb, and quarterly benchmarking with the STAR and Heggerty Phonemic Awareness assessments. Weekly 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 accessed 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 to is bring 100% of all students to performing 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 Aimsweb 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, HFCS 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. HFCS requires teachers to include Depth of Knowledge level questioning to be included in classroom assessments. HFCS is providing professional development throughout the 2018-2019 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 2.5 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 as well as other strategies that will be identified by grade level teams throughout the year.

TBT teams meet 3 out of 4 Fridays 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 will be moving from the Aimsweb to 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 before the start of the 2019-2020 school year..

September 2018 - March 2019 - all staff will take part in bi-monthly trainings for Depth of Knowledge Questioning lead by Suzy Short from Lake Erie West ESC.

September 2018 - May 2019 - all staff will take part in weekly Renaissance U learning webinars. These webinars are directed to the use of STAR assessment data and instructional grouping/intervention.

January 2019 - May 2019 - all K-2 staff will take part in bi-weekly book study using the text, Equipped for Reading Success by David Kilpatrick.

January 2019 - May 2019 - all 3-8 staff will take part in Universal Design for Learning, UDL webinar training hosted by OCALI.

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.