



March 4, 2024

Dear Superintendent Heggins:

Thank you for submitting the Heir Force Community School Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

**Strengths of the Reading Achievement Plan:**

- The RAP provides a clear plan for monitoring implementation at both the student and adult level.
- The RAP provides a clear rationale for each of the adult implementation goals listed.
- The internal and external factors listed are specific to the school.
- The data analysis provided is clear and identifies areas of growth.
- There is a clear plan for communicating the RAP to staff and for getting feedback.

**This plan will benefit from:**

- There are no action maps for the adult implementation goals listed in Section 4. There should be an action map for every goal provided.
- All of the goals listed in Section 4 relate to adult implementation. The student goals are listed in Section 5. All goals that the school intends to work on should be listed in the goals section.
- There is a root cause analysis provided but the root cause analysis does not seem to relate to the goals provided in section 4. Those goals relate to adult implementation, which is not listed as the root cause of student learning deficits.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Heir Force Community School revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to [readingplans@education.ohio.gov](mailto:readingplans@education.ohio.gov). If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



Melissa Weber-Mayrer, Ph.D.  
Chief of Literacy  
Section for Literacy Achievement and Reading Success

# READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education and Workforce a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law. Revised 12-02-2023

**DISTRICT NAME: Heir Force Community School**

**DISTRICT IRN: 000613**

**DISTRICT ADDRESS: 150 W Grand Ave**

**Lima, Ohio 45801**

**PLAN COMPLETION DATE: December 12, 2023**

**LEAD WRITERS: Dr. Willie Heggins, Nancy Junkins, Samantha Smith, Vickie Shurelds**

## OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

## CULTURALLY RESPONSIVE PRACTICE\*

*“Culturally Responsive Practice” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.*

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

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

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

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

|                  |                        |                                   |                           |
|------------------|------------------------|-----------------------------------|---------------------------|
|                  |                        |                                   |                           |
|                  |                        |                                   |                           |
| *Nancy Junkins   | Curriculum Coordinator | 150 W Grand Ave<br>Lima, OH 45801 | njunkins@heirforcecs.com  |
|                  |                        |                                   |                           |
| *Vickie Shurelds | ELA Teacher Grades 6-8 | 150 W Grand Ave<br>Lima, OH 45801 | vshurelds@heirforcecs.com |
|                  |                        |                                   |                           |
| Diamond Agyei    | Special Education      | 150 W Grand Ave<br>Lima, OH 45801 | dagyei@heirforcecs.com    |
|                  |                        |                                   |                           |
| Katrina Meyer    | School Psychologist    | 150 W Grand Ave<br>Lima, OH 45801 | kmeyer@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 School Reading Achievement Plan is being developed by the district level Literacy Leadership Team in conjunction with the Building Level Teams. The district Reading Achievement Plan will be developed with consideration of the following components.

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

- Serve 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 and the district One Needs Plan
- 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.
  - Following the MTSS framework, HFCS will identify students in the Tier I, II, III in the academic areas of ELA as well as PBIS and student behaviors and Intervention Assistance Teams.. Data from both the academic and behavioral will be used to develop the best instructional practices.

### **DEVELOPMENT**

The HFCS Literacy Team met on November 10, 2023 to identify Leadership Team Members and Stakeholders in the development of the RAP. The Literacy team participated in SST supportive RAP development sessions on November, 6th, 13th, 20th, 27th, December 4th, and 12th to develop our plan. Members of the Literacy Leadership Team attended district level planning meetings held on November 10th, 15th, 28th, 30th, December 5th, and 12th. The HFCS literacy team presented the RAP to the educational board and those in attendance on December 7th, 2023.

Data was collected from district data sources:

- PBIS
- TBT planning teams
- STAR formative and summative assessments
- ODE Restart data
- Local Report card data for 21-22 and 22-23
- Reading Tiered Fidelity Inventory
- K Ready data
- SPP reports
- District RIMP reports
- CBM progress monitoring
- ESGI
- Amplify High Dosage tutoring ELA data
- Parent surveys
- Student Attendance

## **MONITORING**

The HFCS Reading Achievement Plan or Literacy Plan will be ongoing and monitored throughout the school year through the involvement of shared leadership district and building teams: Community School Leadership Team (CSLT), Building level core teams (BLT), and Teacher Based Teams (TBT). Current funding resources will be evaluated to determine resources available to provide evidence based instructional strategies and provide staff professional development to support the initiatives of this Literacy Plan. The district will work closely with SST 6 literacy specialists and Lake Erie West ESC specialists to monitor the progress and effectiveness of the Literacy Plan. Parent stakeholders input will be collected through parent online surveys.

## **COMMUNICATION**

The Core Literacy Team presented the Reading Achievement Plan to the HFCS School Board on December 7, 2023. The Core Literacy team will communicate the progress of the district literacy plan quarterly throughout the year to stakeholders through the scheduled monthly CSLT, BLT, and TBT meetings.

On November 11, 2023 the Core Literacy Team presented information about the Reading Achievement Plan to all K-8 staff members. The purpose was to introduce the need for the district RAP and why HFCS is required to write a RAP. District overview data was presented about the Local report card. Discussion occurred concerning the K-8 span of the Reading Achievement Plan and the part the all grade levels play in the improvement of student reading comprehension. District professional development will align with the action goals and strategies identified in the Reading Achievement Plan.

## **SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS\***

*Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.*

## The HFCS Literacy Team Identified the Following Action Steps to be Implemented in the 2023-2024 School Year through the 2025-2026 School Year Based on Student Performance Data.

### **Action Step 1:**

Using initial STAR Reading benchmark assessment data, all students in grades K - 3 scoring below the 25th percentile rank will receive interventions documented in a RIMP. These students will receive a minimum of 60 minutes per week in small group instruction with the reading intervention staff. In addition, general education teachers will provide an additional 60 minutes in small group instruction on a weekly basis supporting student goals identified on the RIMP.

### **Action Step 2:**

All present grade 4 students who scored below proficient on the spring 2023 Ohio State ELA assessment, will receive 60 minutes weekly in small group instruction working on individual reading skills. IXL will be used for individualized reading intervention for each student.

### **Action Step 3:**

ELA teachers in grades 4 - 8 will implement the IXL Comprehensive Individualized reading curriculum. Students will work for a minimum of 60 minutes weekly in the Reading IXL individualized program. This will be part of the daily ELA class. STAR Reading focus skills data will be used to plan and individualize a student's IXL program.

### **Action Step 4:**

Content area teachers in grades 3 - 8 will implement vocabulary building strategies within their general classroom instruction.

### **Action Step 5:**

Progress monitoring data, STAR assessment data and IXL data will be reviewed in data TBT teams monthly to determine student progress.

### **Professional Development Needs:**



HFCS will provide the following professional development to support teaching staff in the above action steps.

IXL additional professional development on analyzing the student data and using it to adjust student learning plans. - We will revisit the IXL program and the benefits it offers next year. We need to target individual student needs rather than supplement the Wit & Wisdom and the Eureka math curriculum.

Professional planning time will be provided for TBT teams to meet and discuss the data.

The team is exploring possible topics to include Culturally Responsive Practices.

### **OHIO'S ONE PLAN - Alignment**

The One Needs Assessment conducted in early 2022 indicated the student behaviors and lack of motivation detrimentally affect student performance.

Root Cause: Student behaviors and attendance in the classroom are affecting performance in the area of reading.

Goal 1: Student performance in grades K - 3 will improve by 10 percentile ranks from the initial to the final summative assessment of STAR reading.

#### Action steps

- K-3 teaching staff would complete the PAX training
- K-8 teaching staff take part in PBIS implementation programs.
- Use peer scoring rubrics to measure adult implementation with fidelity.
- 100% of the teaching staff would use data to identify student instructional needs and concerns
- 100% of all ELA teachers would implement the monthly formative assessments
- 100% of all content areas teachers would incorporate the ideas for writing development found in the Writing Revolution.

**ALIGNMENT OF THE 2023-2026 READING ACHIEVEMENT PLAN** The district goal is to implement a literacy instructional framework that emphasizes all of the key components of a comprehensive literacy program based on the Science of Reading. Team members on the development team realize this is an on-going commitment and multi-year in its approach.

- 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

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

**SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA\***

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

- The Kindergarten Readiness Assessment,
- Renaissance STAR Reading/ Early Literacy K-8
- K-3 Reading diagnostics (include sub scores by grade level),
- Ohio's State Test for English language arts assessment for grades 3-8,
- Ohio's State Test for Early Literacy K- 3
- Ohio Restart Readiness Assessment Fall 2023 Grades 3-8

The following data analysis was conducted in 2023 for this plan 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 2023 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 Kindergarten 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
  - Identify initial phonemes in words – 58% struggle with this concept

**STAR Benchmark/Progress Monitoring Data Grades 2-8**

**Benchmark/Formative Assessment Data: Renaissance STAR/Early Literacy Grades K-1**

Heir Force Community School uses Renaissance STAR and Early Literacy Assessment for Cumulative and Formative Assessment Data in reading for grades K- 8. Benchmarking occurs three times a year, formative assessment occurs monthly. The data below represents the initial benchmark for K -8 for the 2022-2023 and 2023-2024 school years.

**STAR Fall Assessment 2022-2023 % of Students by Grade Level**

|                     | KDG | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---------------------|-----|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>Below 25th</b>   | 48  | 39      | 50      | 52      | 41      | 55      | 64      | 60      | 25      |
| <b>25th - 49th</b>  | 22  | 9       | 4       | 13      | 16      | 24      | 18      | 10      | 50      |
| <b>50th-74th</b>    | 7   | 3       | 19      | 4       | 11      | 7       | 4       | 20      | 15      |
| <b>75 and Above</b> | 6   | 48      | 27      | 7       | 12      | 14      | 14      | 10      | 10      |

**Compared to STAR Fall Assessment 2023-2024 % of Students by Grade Level**

|                     | KDG | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---------------------|-----|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>Below 25th</b>   | 44  | 67      | 61      | 65      | 41      | 61      | 52      | 69      | 48      |
| <b>25th - 49th</b>  | 36  | 19      | 18      | 13      | 29      | 29      | 28      | 12      | 33      |
| <b>50th-74th</b>    | 16  | 7       | 18      | 13      | 19      | 0       | 17      | 19      | 19      |
| <b>75 and Above</b> | 4   | 7       | 4       | 9       | 5       | 1       | 3       | 0       | 0       |

**Analysis of Data:** There is a noticeable drop in students scoring above the 25th percentile in all grades between 22-23 and 23-24 school years. There is also a drop in the number of students scoring above the 75th percentile from 22-23 to 23-24 school years.

**K-4 Reading Diagnostics District STAR Data Fall 2023**

| Percentage of Students: | Kindergarten | First Grade | Second Grade | Third Grade | Fourth Grade |
|-------------------------|--------------|-------------|--------------|-------------|--------------|
| On Track                | 13/24= 54%   | 12/27=44%   | 13/30=43%    | 8/23=35%    | 8/22=36%     |
| Off Track               | 11/24= 46%   | 15/27=56%   | 17/30=57%    | 15/23=65%   | 14/22=64%    |

**Analysis of Data:** The percentage of students who are Off Track is increasing rather than decreasing as the grades move upward from Kindergarten through grade 3. This is from the initial 2023 fall assessment from STAR. This data is used to identify students who will be on a Reading Improvement Plan for the 2023-2024 school year

**Ohio's State Report Card Data for English Language Arts Assessment for Grades 3-8**

| Grade Level % Proficient or Above | Spring 2019 | Spring 2022 | Spring 2023 |
|-----------------------------------|-------------|-------------|-------------|
| Grade 3                           | 53%         | 41%         | 19%         |
| Grade 4                           | 59%         | 64%         | 41%         |
| Grade 5                           | 57%         | 28%         | 55%         |
| Grade 6                           | 38%         | 37%         | 17%         |
| Grade 7                           | 46%         | 57%         | 55%         |
| Grade 8                           | 53%         | 31%         | 72%         |

**Analysis of Data:** This graph reflects the past 3 years of ELA scores from the ELA spring state assessment. Grades 3, 4 and 6 indicate a significant drop in proficient students. However there is an upward trend in grades 7 and 8 as well as grade 5.

**Ohio's State Report Card: Early Literacy K- 3**

**Ohio Report Card K - 3 Early Literacy Spring 2021**

| Grade Level  | % Students ON Track | % Students OFF Track |
|--------------|---------------------|----------------------|
| Kindergarten | 54                  | 46                   |
| First        | 45                  | 55                   |
| Second       | 26                  | 74                   |
| Third        | 38                  | 62                   |

**Ohio State Report Card 22-23: Early Literacy Performance**

|                   |                |                      |                     |               |
|-------------------|----------------|----------------------|---------------------|---------------|
| Ohio State Report | Early Literacy | Proficiency in Third | Promotion to Fourth | Improving K-3 |
|-------------------|----------------|----------------------|---------------------|---------------|

| Card           | Component Score | Grade  | Grade | Literacy |
|----------------|-----------------|--------|-------|----------|
| Spring of 2023 | 46.50%          | 23.80% | 100%  | 8%       |

**Analysis of Data:** In grades K - 3 we are seeing a decline in the number of students who are showing On Track by the end of the school year. This is now being reflected in our Early Literacy Performance on the Local Report Card.

**Ohio Restart Readiness Assessment Fall 2023 Grades 3-8**

| <b><u>October of 2023</u></b>           | Third Grade | Fourth Grade | Fifth Grade   | Sixth Grade | Seventh Grade | Eighth Grade |
|---|-------------|--------------|---------------|-------------|---------------|--------------|
| Percentage of Students Below Proficient | 94%         | 67%          | Not Available | 67%         | 71%           | 56%          |

**Analysis of Data:** Grades 3 - 8 take the Restart Benchmark twice yearly. The fall results of the benchmark indicate more than 60% of our students are below the proficient level.

**SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING\***

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 a 100% 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 50% of the kindergarten student population.

The percentage of identified students with disabilities is increasing every year, outlined by the data below:

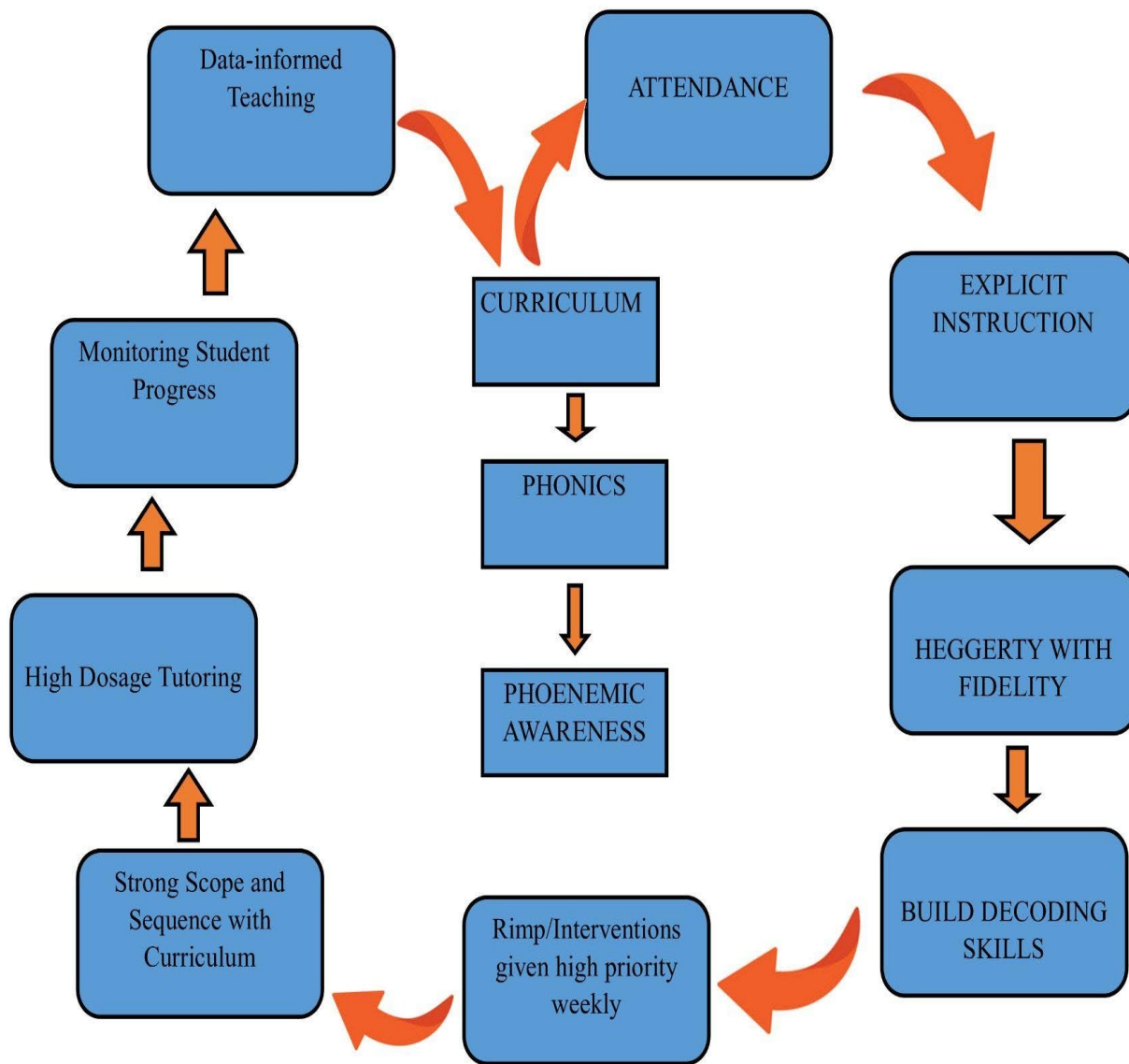
- 21-22 School Year 9.24% students with disabilities;
- 22-23 School Year 9.12% students with disabilities;
- 23-24 School Year we are currently at 14% students identified.

As reported on the 22-23 report card, HFCS has a chronic absenteeism rate higher than 31% as noted on the Ohio State Report Card.

**SECTION 3 PART C: ROOT CAUSE ANALYSIS**

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

*\*Section headings marked with an asterisk are required by state law.*



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

*Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.*

Due to the fact that 85% of the present K-3 teacher staff have fewer than 1 full year of teaching experience, we find it necessary to return to the basic level of adult implementation goals. All present K-3 and intervention teaching staff have completed the required Dyslexia training provided by ODE. However, their understanding of phonemic awareness, phonics, and reading instruction is evolving. Professional development is needed in building awareness of segments of sound in speech and how they link to letters, as well as how to teach students to decode and encode words to develop sight recognition.

It is very important teachers have a strong understanding of the academic standards for ELA and reading instruction. Having teachers create pacing guides as well as long range and short range goals will help with weekly lessons plan development and sequential skill development. Understanding how to decode data correctly and use the data to create an instructional student plan is necessary. Working with peers in the TBT planning sessions will present a learning platform and provide an opportunity for professional conversation and dialogue. Each teacher will keep a coaching binder to chart strategies and observations.

K- 8 teachers will use self monitoring practices such as video taping, peer observation, coaching sessions, and individual journaling will improve teacher understanding in the use of explicit instructional practices. Teaching staff K-8 will complete the Learning Management System through the Ohio Department of Education and Workforce Culturally Responsive modules will be completed during TBT time.

Administration will conduct monthly walk-through evaluations to look for the aspects of explicit instruction. Administrator or coach will meet with each teacher monthly to discuss the understanding of grade level standards and a clear, systemic approach to their grade level standards.

K- 6 reading teachers will conduct a CBM benchmark 3 times a year for all students. Reading intervention teachers will progress monitor students who are receiving Tier 2 and Tier 3 supports monthly or by-monthly using STAR CBM measures or Heggerty. This data will be shared with the classroom teacher on a monthly basis to design the appropriate learning pathway.

K-2 teachers will receive professional development in the use of UFLI Foundations for Phonemic Awareness and Phonics. Instructional lessons that will be included in the daily instructional plan for reading in the classroom. Grades 3-8 content area teachers will be involved in the study of fluency development, vocabulary development, text structure, and writing.

**SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS\***

*Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address support for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.*

**Goal # \_\_1\_ Action Map**

Goal Statement: On Track Student literacy in grades K-3 will increase from 8% as indicated on the 2022-2023 local report card to 15% in the 2024-2025 school year, improving the K-3 Literacy Score on the local report card.

Evidence-Based Strategy or Strategies:

|   | Action Step 1   | Action Step 2  | Action Step 3   |
|---|---|--|---|
| <b>Implementation Component</b>   | 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, create instructional plans and adjust instructions on student needs | High quality implementation of evidence-based phonics, phonemic awareness, handwriting and comprehension instruction.   |
| Timeline  | August 2023- June 2025  | August 2023- June 2025   | August 2023- June 2025  |
| Lead Person(s)  | Curriculum Coordinator<br>Classroom Teachers  | Curriculum Coordinator<br>Classroom Teachers   | Curriculum Coordinator<br>Classroom Teachers  |
| Resources Needed  | Heggerty Materials<br>UFLI Foundations (University of Florida Literacy Institute)                                 | TBT meeting times and opportunities<br>STAR assessment/CBM (Curriculum Based Measurement) assessment<br>Grade level planning opportunities         | Professional development for teachers on the use of the Superkids program<br>Heggerty Materials<br>UFLI Foundations - explicit instruction in phonics and handwriting |
| Specifics of Implementation (Professional development, training, coaching, system structures, implementation) | Heggerty Training - Teacher coaching  | Teachers will identify critical needs based on data  | Professional development in the area of handwriting and explicit instruction  |

*\*Section headings marked with an asterisk are required by state law.*



|                                    | Action Step 1   | Action Step 2  | Action Step 3   |
|------------------------------------|---|--|---|
| support and leadership structures) | Fidelity walkthroughs<br><br>Teacher Lesson Plans will include explicit phonics and phonemic awareness components | Research and select evidence based strategies<br><br>Provided scheduled time on a weekly basis for structured collaborative conversations ( TBT) | Lesson plans<br><br>Leadership fidelity walkthroughs on usage of Superkids, Heggerty, explicit instruction, UFLI<br><br>CBM benchmark assessments completed by classroom teacher three times a year |
| Measure of Success                 | Evidence that all staff has been trained in Renaissance CBM and engagement strategies through attendance          | Walkthroughs by administration and peers<br><br>Progress monitoring data<br><br>Documentation of TBT agendas                                     | Students subtest scoring ON TARGET on the Heggerty Phonemic Awareness or the CBM progress monitoring data<br><br>Spring report card K-3 Literacy rating.  |
| Description of Funding             | Title funds   | Title funds  | Title funds   |
| Check-in/Review Date               | Weekly Lesson Plans<br><br>Quarterly walkthroughs   | Bi-Monthly TBT meetings  | Bi-Monthly TBT meetings   |

*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 support for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.*

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

Goal Statement: Using Structured Literacy practices, K-8 teachers will increase the percentage of students meeting or exceeding the proficiency level on the Ohio State Reading test by 10% for each grade by Spring of 2026 as measured by the Ohio State requirements.

Evidence-Based Strategy or Strategies:

|                                 | Action Step 1   | Action Step 2   | Action Step 3   |
|---------------------------------|---|---|---|
| <b>Implementation Component</b> | Job-embedded coaching of research-based instructional practices will be implemented for every teacher   | Teachers will implement standards-based instruction using the Academic Frameworks and Pacing Guides<br><br>Teachers will monitor and provide assistance to students who have Reading Improvement and Monitoring Plans                                   | Teachers will utilize data from Reading Benchmark Assessments to guide instruction/reteaching<br><br>Staff professional development in Culturally Responsiveness - Using the ODE LMS system teachers will complete the 4 Culturally Responsive trainings. |
| Timeline                        | Bi-monthly coaching sessions with district coach, peers planners, and TBT focus                         | August - 2024 Teacher work week, teachers will create or edit a long term yearly instructional plan to align reading and writing grade level framework.<br><br>October 2024 - classroom teachers will meet bi-weekly with Reading Improvement teachers. | Quarterly teachers will utilize benchmark data to realign long term and short term instructional plans  |
| Lead Person(s)                  | Principal<br><br>Curriculum coordinator<br><br>Literacy Coach<br><br>Literacy Leadership team           | Principal<br><br>Curriculum coordinator<br><br>Literacy Coach<br><br>Literacy Leadership team<br><br>Teachers   | Principal<br><br>Curriculum coordinator<br><br>Literacy Coach<br><br>Literacy Leadership team<br><br>Teachers   |
| Resources Needed                | Bi-weekly coaching observation and tracking log<br>Teacher coaching binder containing reflection forms, | Pacing guides for literacy instruction  | UFLI Foundations and Implementation PD and materials  |

|  | Action Step 1   | Action Step 2  | Action Step 3   |
|--|---|--|---|
|  | <p>acing guide, and data planning forms</p>   | <p>Professional development for pacing guide and academic framework implementation</p>   |   |
| <p>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</p> | <p>Teachers will receive monthly observations and instructional coaching meetings during planning period</p> <p>Teachers will watch videos of master teacher implementing focus instructional strategies</p> <p>Teachers will participate in self-reflection of videotaped observations</p> <p>Principals and instructional coaches will co-plan upcoming lessons with an emphasis on instructional strategies</p> <p>Through TBT meetings teachers will engage in data dialogue conversations and use the data to provide explicit instruction and necessary interventions</p> | <p>Pacing guides created internally at the district level</p> <p>Focus literacy instruction K-8 around the 5 Components of Reading Instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary,</p> <p>Teachers will complete Literacy Academy coursework provided by ODE</p> <p>Monthly classroom teacher/reading improvement teachers will meet to review the progress monitoring data of the RIMP student and readjust instruction as needed. Tier 2 and 3 level students will receive specific instruction in RIMP pullout groups as well as from the general education teacher during literacy center groups</p> <p>Pacing guide progress and academic framework alignment will be monitored during monthly coaching meetings</p> | <p>K-8 students will be assessed using the STAR benchmark and formative assessment data. Initial STAR data will determine student specific challenges and successes to begin initial planning of standards based instruction</p> <p>Monthly TBT meetings will review formative monthly data from STAR, Restart data and classroom assessments. Discussion will occur about needed instructional strategy changes.</p> <p>Principal or literacy coach or team member will meet with the teacher monthly to review the strategies to be incorporated.</p> |

|                        | Action Step 1   | Action Step 2   | Action Step 3   |
|------------------------|---|---|---|
| Measure of Success     | Monthly STAR reading assessment - Grade 3 students will demonstrate a Scaled Score that is equivalent to earning a proficient level on the spring OST | TBT binders and coaching binders will document teacher involvement and progress with pacing guides. RIMP monthly meeting documentation will be recorded | Teacher data binder will demonstrate monthly student progress, highlighting areas of need and strategies to be implemented.<br><br>Administration walk-throughs |
| Description of Funding | Title funds   | Title funds   | Title funds   |
| Check-in/Review Date   | Monthly data review and TBT   | Weekly Lesson Plan<br><br>Changes in short term pacing guides   | Bi-Monthly TBT meetings<br><br>Quarterly walkthroughs<br><br>Completion of Culturally Responsive coursework   |

**SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.\***

*Describe the process for monitoring the progress and implementation of the plan's strategies.*

**Monitoring the progress**

Qualitative and quantitative data and specific evidence will be compiled and examined quarterly by the district leadership team. This data will be shared through the CSLT on a quarterly basis. The TBT team members will meet monthly and review the effectiveness of strategies that were implemented from the shared data.

The following measures of evidence will be used to support the plan for monitoring progress and help address necessary adjustments where students are not progressing towards their growth and achievement goals.

- Quarterly STAR Reading and STAR Early Literacy benchmark data
- Monthly STAR Reading and STAR Early Literacy progress monitoring data
- STAR benchmark CBM assessment data for reading in grades K - 6
- Sight Word Assessments
- RIMP monthly progress monitoring data using the STAR CBM
- Restart reading data for grades 3 - 8
- PBIS Tier of instruction

*\*Section headings marked with an asterisk are required by state law.*

- Classroom formative assessment data
- IXL/Lalilo diagnostic data

Using the Ohio 5 Step Process/Teacher Based Teams (TBTs) resources, teachers meet monthly with the principal and instructional coach to disaggregate data, discuss individual areas of strength and improvement, identify targeted and differentiated instructional strategies and chart student progress. Walk-through data, peer observational data, self-monitoring data

## **Implementation of the Plan**

Implementation of the plan will be monitored by the Leadership Team and Administration.

Professional Development for K-2 teachers in the area of Phonics / Phonemic Awareness/ Writing will be ongoing throughout the year through the TBT format. Teacher coaching binders will document PD topics and progress monitor teacher usage.

Professional Development for teachers in grades 3 - 8 in the areas of Reading Comprehension with a focus on vocabulary, fluency and writing will be ongoing throughout the year through the TBT format. Teacher coaching binder will document PD topics and progress monitor teacher usage.

Professional development on standards based instruction. Familiarity of grade level standards and grade band standard expectations. Revise pacing guides based on summative and formative data from the previous school year.

PBIS team members will meet monthly to identify Tier 2 and 3 students where behavior is affecting school performance. Behavior intervention plans will be created for identified students.

UFLI Foundations professional development training will take place in January 2024 for teachers of grades kindergarten through grade 2.

Benchmark STAR data will be collected in September, January and May. The initial data will be used to identify students in grades K-4 that needed Tier II instruction through a targeted written RIMP plan.

K - 8 STAR monthly data will be used to track students On Track performance for meeting the proficiency level in the area of reading. TBT teams will review data monthly and identify effective strategies to implement.

K-8 TBT teams will meet monthly to discuss writing development using classroom writing samples.

Heggerty and STAR CBM progress monitoring will occur monthly or bi-monthly for all RIMP identified students. RIMP weekly pullout sessions will start by October 1, with the Reading Improvement teachers.

Reading Improvement teacher, curriculum coordinator and grade level teachers in grades K-3 will meet monthly to document student progress and make decisions about what to do next to advance student reading development in language and literacy.

3 - 8 ELA teachers will use the Restart benchmark data to identify problem areas in reading instruction where present grade level students are struggling. The will be reviewed through the TBT format. The checkpoint data will be used to progress monitor data from the initial benchmark areas of weakness.

Classroom teachers in grades K - 2 will provide 60 minutes or more in small group instruction weekly for RIMP identified students.

Quarterly Walk-throughs will be used to monitor fidelity and use of effective strategies being implemented. This will include administrative walk-throughs, peer-peer observation walk-throughs, teacher self-reflection using videotaping sessions.

Monthly individual coaching sessions will occur with the curriculum coordinator to review the teacher's coaching binder, lesson plans, and quarter long and short term pacing guides.

Quarterly walk-throughs by administration will specifically target K-3 teacher fidelity in usage of the following programs: Heggerty, Superkids, UFLI, Explicit Instruction

Quarterly walk-throughs by administration will specifically target 4 - 8 teacher fidelity in usage effective vocabulary instruction and development of writing.

## SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS\*

### SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS\*

*Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).*

**\*\*Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.**

**\*\*Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.**

**#1 Goal Statement: On Track Student literacy in grades K-3 will increase from 8% as indicated on the 2022-2023 local report card to 15% in the 2024-2025 school year, improving the K-3 Literacy Score on the local report card.**

Upon analyzing our Need Assessment data, our initial fall STAR data indicates 44% of present kindergarten students are below the 25th percentile, 67% of our grade 1 students are below the 25th percentile, 61% second grade students are below the 25th percentile. Even though students will continue to receive Tier I instruction under the Superkids reading program and will receive daily Tier I Heggerty instruction in Phonemic Awareness the data indicates that additional explicit instruction and effective strategies will need to occur to close the gap. The district will implement the evidence based strategy UFLI Foundations from the University of Florida. UFLI Foundations targets the following foundational reading skills:

- Phoneme blending and segmentation practice
- Accuracy and automaticity of grapheme-phoneme correspondences
- Decoding automaticity of words with previously learned concepts
- Explicit introduction of new concepts
- Decoding and encoding practice
- Reading and spelling irregular words
- Reading and spelling connected text

This type of phonics instruction benefits both students with learning disabilities and low-achieving students who are not disabled. Research indicates a systematic approach to phonics instruction is very effective in teaching how to decode words successfully. However, it is most effective when phonics instruction is embedded with a print rich environment. This program will provide a daily lesson in phonological awareness and phonemic awareness that is lesson plan skill based. It will occur in the 90 ELA daily block of instruction.

Students identified by the universal screener as having a deficit in phonological skills or reading skills, (scored below the 25th percentile on the STAR or STAR Early Literacy assessment), will receive additional support in the RTI block. Differentiation will occur in small group instruction in the general education classroom as well as pullout small group instruction for 60 minutes per week. Utilizing STAR data, CBM progress monitoring data, classroom writing samples, and classroom work samples, teachers will monitor student progress, and make changes in student individual instructional strategies and programs as needed.

**SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)\***

*Describe how the district will ensure the proposed evidence-based strategies in Section 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.*

Heir Force Community School is committed to implementing Evidence Based Strategies. We will ensure the effectiveness through monitoring the progress of adult implementation and fidelity. We will use the following measures to effectively monitor implementation.

1. Instructional Framework and Teacher Lesson Plans

Instructional plans are in alignment with Ohio Learning Standards and follow the district designed pacing guides. Teacher lesson plans are submitted weekly and monitored by a building curriculum coordinator. Feedback will be given pertaining to literacy development and instructional strategies, ensuring accessibility to all through evidence of differentiation, and evidence of explicit instruction. K-3 lesson plans will address Phonemic Awareness and Phonics development. RIMP interventions will be included in the Literacy Centers lesson plan content. 4 - 8 lesson plans will include all components of explicit instruction (Background knowledge, student engagement, tier 1 core instructional practices, effective feedback, student practice, differentiation and formative assessment).

2. Classroom Observations and Walk-Through Forms

The building principal / curriculum coordinator will conduct quarterly observations and walk-throughs using the Explicit Instruction Walk-Through forms. K-3 walk-throughs data will include monitoring of the UFLI process, and other literacy expectations. Literacy monitoring will ensure that non-negotiable items are followed. Observations and data will be used to drive discussions, coaching and professional development. Written feedback from the observations and walk-throughs is shared with the teacher and used as a professional development topic. Non-negotiable items will include:

- 90 minutes of ELA daily instruction
- 15 minutes daily phonemic awareness instruction (Heggerty)
- 20 minutes Phonics instruction UFLI
- Alignment with grade level instructional plan, pacing guides and standards
- Differentiation embedded in daily routines
- Evidence based instructional vocabulary routines in all content areas

3. Peer - Peer observations.

Peer observations will allow teachers to learn from each other and perfect their own implementation process. Teachers will have the opportunity to observe another peer one time per month or more frequently if deemed necessary by the administration. Teachers will use the designed walk-through for observation and will have a professional discussion the peer teacher concerning implementation.

**SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN\***

*Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.*



*\*\*Under Ohio law (House Bill 33 of the 135<sup>th</sup> General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

*\*\*Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.*

## **Professional Development Plan**

Professional Development is the key to successfully implementing any curricular change. The district dedicated every Friday to early release to allow for district wide professional development. Heir Force Community School starts the school year with 3 days of professional development in the preschool year work week.

### 2023-2024 School Year

K-2 professional development will include training in the UFLI Foundations program which will include K-2 classroom teachers and intervention teachers. Implementation and professional discussion will occur through Friday professional development sessions.

K-8 teachers will complete the Culturally Responsive course provided by ODE

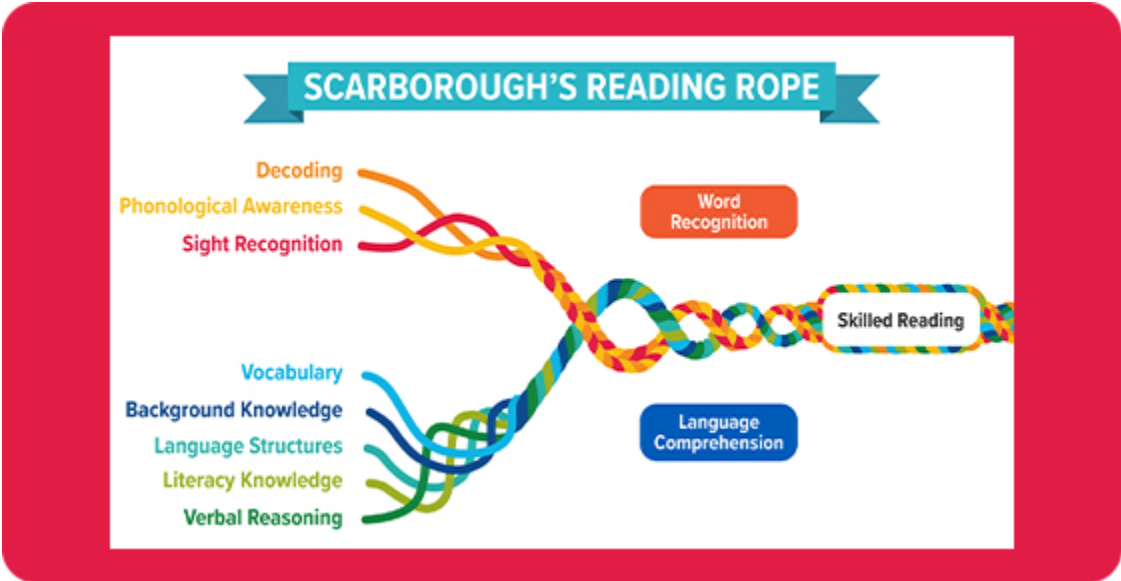
Professional development for grades 3 - 8 in all content areas will focus on the use of explicit instruction to provide effective vocabulary instruction, story grammar, and writing development.

Other professional development topics may be identified using the discussion process of the Walk-Throughs.

The early release Friday schedule allows for weekly professional development of 1.5 hours. The monthly CSLT/Literacy Team meetings happen every 1st Friday of the month. TBT meetings occur the 2nd and 4th Friday of each month. PBIS meetings happen every 3rd Friday of the month.

The focus of the CSLT is to review the data from TBT teams, look for potential data trends, and provide a district level overview of instruction and needs. Promoting research and evidence-based practices is a goal of our CSLT. The following resources will be used by the CSLT to accomplish this task.

- Ohio's Plan to Raise Literacy Achievement
- Dyslexia Guidebook
- Shifting to the Science of Reading
- Implementation Guides
- Literacy Academy on Demand



\*Section headings marked with an asterisk are required by state law.

## APPENDICES

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

The following walk-through practice profiles will be used to monitor adult implementation of initiatives

CLSD Grant, Explicit Instruction: Classroom Walkthrough Data Collection Form  
FIDELITY CHECKLIST FOR HEGGERTY PHONEMIC AWARENESS LESSONS

Whole Class Literacy Checklist

Understood: Explicit Instruction Checklist

The Key Vocabulary Routine Walk Through Tool

