

**Heir Force Community School  
Annual Educational Plan  
2022-2023**

**HFCS School Activities 2022-2023:**

8/10/22 – 8/16/22	Teacher Work Week
8/15/22	Open House Grades 4-8 at Impact Center
8/16/22	Open House Grades K - 3 at Grand Avenue
8/25/22	HFCS Board Meeting, Grand Avenue @6pm
10/13/22	HFCS Board Meeting, Impact Center @6pm
10/17/22	8 <sup>th</sup> Grade High School Experience (Lima Central Catholic School/Virtual)
10/27/22	HFCS Fall Festival
10/19 - 20/22	Parent Teacher Conferences (Virtual)
12/2/22	Spirit Day/Christmas Program (Pending)
12/8/22	HFCS Board Meeting, Grand Avenue @6pm
2/9/23	HFCS Board Meeting, Grand Avenue @6pm
2/10/23	Parent Teacher Conferences
2/28/23	Spirit Day
4/13/23	HFCS Board Meeting, Impact Center @6pm
4/19/23	K-2 Family Reading Night
5/12/23	Spring Program
5/16/23	8 <sup>th</sup> Grade Graduation
5/18/23 – 5/19/23	Teacher Work Week
6/15/23	HFCS Board Meeting, Impact Center @6pm

**Note: HFCS conducts Professional Development every Friday (early release)**

**Progress toward meeting Contract Goals Attachment 11.6:**

As stated in the previous Annual Reports, HFCS has continued to utilize STAR tests as an internal measure of determining value-added for our teachers and growth for students. As we begin to prepare for the third year of the AIR tests (no test was taken in 2019 due to COVID 19), it will be critical to continuously examine the end-of-the-year the correlation between the 2018 AIR test and our 2021 baseline STAR results. The STAR data continues to be a strong predictor for not only value-added but a strong predictor for increasing the achievement levels (as outlined by the state test scores). Our approach to achieving this goal is centered on increasing the scores in ELA, Math, and Science as outlined with the American Institute for Research (AIR) Achievement test. Our teachers and staff support this mission by assessing student readiness, organizing instruction, and establishing individualized learning strategies for the purposes of increasing cognitive development.

**A. School-Specific Performance Goals and Measures**

**Note: Due to COVID 19, the HFCS does not have data for the 2018/19 and 2019/20 school year. The following section recaps our performance over the past three years. HFCS has a three-year contract renewal from July 1, 2020 through June 30, 2023. The updated goals are highlighted in our 11.6 (see below)**

This section of Attachment 11.6 provides school-specific academic and non-academic goals and performance measures. The school recognizes that these goals may be revised if the make-up of the school significantly changes or if the standards by which the school is judged by the state change. Schools should include goals for each year of the contract or up to five years. If a school has a contract length of longer than five years, a high-stakes review and goal evaluation will be performed after five years, and the school recognizes that it will re-assess goals at that time, if not sooner.

School Name	Heir Force Community School
School IRN	000613
Building Principal / Leader	Dr. Willie Heggins
Board President	Tara Shepherd
Start of Current Contract Date	2020
End of Current Contract Date	2023
Management Company, if any	NA
School Mission	The mission of Heir Force Community School is to provide ability-centered education that prepares children to excel academically and socially. This mission will be accomplished through a strong educational program based on a structured curriculum supported by discipline, and mutual respect. The commitment of the family, school and community will be utilized to achieve these goals and empower students to succeed.

<b>A1 – CHRONIC ABSENTEEISM</b>			
<p>Goal: based on the published data from the 2020 – 2021 LRC, the goal must be written with the following guidelines;</p> <ul style="list-style-type: none"> <li>• If current chronic absenteeism rate is 36.7% or higher the goal will indicate a 1.1% improvement</li> <li>• If current chronic absenteeism rate is lower than 36.7%, the goal will indicate a 3% improvement</li> </ul>			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
GOAL	19.9%	25%	20.37%
ACTUAL	9.7%	21%	NA
RATING Not Met (0pt) Met (1pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<p>HFCS will closely monitor attendance, excessive absences, and habitual truancy on a daily basis and provide interventions to parents if needed. HFCS sends required paperwork to parents/guardians about absenteeism. The administration will contact parents/guardians by phone or conferences to communicate the school’s absenteeism policy and communicate expectations. The PBIS team will tract chronic student absenteeism and direct classroom teachers to use the DOJO communication system to increase attendance. .</p>			

<b>A2 – PERFORMANCE INDEX</b>			
<p>The annual Local Report Card will show an <b>increase</b> in performance index points (out of 120) from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.</p>			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	57.4%	64%
RATING Not Met (0pt) Met (1pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<p>Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.</p>			

<b>A3 – INDICATORS MET</b>

The annual Local Report Card will show an <b>increase</b> in indicators met from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	0 indicators met	0 indicators met
RATING Not Met (0pt) Met (1pt)			
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A4 – GIFTED DATA</b>			
The annual Local Report Card will show an <b>increase</b> in gifted performance index or gifted value-added met from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	NA	NA
RATING Not Met (0pt) Met (1pt)			
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A5 - PROGRESS</b>			
The ‘Single Year Index’ will show a <b>positive increase</b> from the previous year in one of the following categories; <i>overall students, students with disabilities, or students in the lowest 20%.</i>			
Baseline data from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
SELECTED CATEGORY	Overall Students	Overall Students	Overall Student
ACTUAL	NA	NA	3 out of 5 stars (Made Progress)
RATING Not Met (0pt) Met (1pt)			
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A6 – GAP CLOSING</b>			
The annual Local Report Card will show an <b>increase</b> in overall gap closing from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	NA	3 out of 5 stars (Made Progress)
RATING Not Met (0pt) Met (1pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A7 – GRADUATION RATE</b>			
The annual Local Report Card will show an <b>increase</b> in the overall graduation rate percentage from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	NA	NA
RATING Not Met (0pt) Met (1pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022. Does not apply to HFCS			

<b>A8 – 4 YEAR GRADUATION RATE</b>			
The annual Local Report Card will show an <b>increase</b> in the <b>4-year graduation rate</b> percentage from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	NA	NA
RATING Not Met (0pt) Met (1pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022. Does not apply to HFCS			

<b>A9 – 5 YEAR GRADUATION RATE</b>			

The annual Local Report Card will show an <b>increase</b> in the <b>5-year graduation rate</b> percentage from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	NA	NA
RATING Not Met (0pt) Met (1pt)			
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022. Does not apply to HFCS			

<b>A10 – IMPROVING AT-RISK K-3 LITERACY – ON-TRACK / OFF-TRACK TRENDS</b>			
The annual Local Report Card will show an <b>increase</b> in the overall percentage of on-track / off track from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021- 2022
ACTUAL	77% of all K-3 students on track; 23% off track	29% of all K-3 students on track; 71% off track	On track 23.5% Off track 76.5%
RATING Not Met (0pt) Met (1pt)			
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A11 – IMPROVING AT-RISK K-3 LITERACY – THIRD GRADE READING GUARANTEE</b>			
The annual Local Report Card will show an <b>increase</b> in the overall Third Grade Reading Guarantee from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.			
Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	40.7 % on track and 50.3 off track	20.8 on track and 79.2 off track	23.5 on track and 76.5 off track
RATING Not Met (0pt) Met (1pt)			
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

<b>A12 - IMPROVING AT-RISK K-3 LITERACY – ON TRACK BY GRADE LEVEL</b>
---

The annual Local Report Card will show an **increase** in the overall percentage of On track by grade level from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.

Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	K 92% on track; 1st grade 87% on track, 2nd grade 87% on track, and 3rd 40.7% on track	K 52.4% on track; 1st grade 20% on track; 2nd grade 24.2 on track; and 3rd 20.8% on track	K 54.3% on track; 1 <sup>st</sup> grade 45% on track; 2 <sup>nd</sup> grade 26.3 on track; and 3 <sup>rd</sup> 38.2 on track
RATING Not Met (0pt) Met (1pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022.			

### A13 – PREPARED FOR SUCCESS

The annual Local Report Card will show an **increase** in the overall percentage from the 2020 – 2021 LRC or the most current published LRC data, if no data is available for the 2020 – 2021 school year.

Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
ACTUAL	NA	NA	NA
RATING Not Met (0pt) Met (1pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022. Does not apply to HFCS			

### A14 – OPPORTUNITY TO LEARN

The goal must be written so that the School will **improve** its access to technology hardware, connectivity access, or learning models from the prior year

Year(s)	2019 - 2020	2020 - 2021	2021 - 2022
GOAL	NA	75%	90% access to Chromebook
ACTUAL	NA	80%	95% access to Chromebook
RATING Not Met (0pt) Met (1pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2021 – 2022 Local Report Card published in the fall of 2022. HFCS goal is to provide at least 90% access for each student with their own chromebook. HFCS will continue to upgrade our technology to incorporate an increase in digital learning opportunities.			

A15 – COMPARATIVE GOAL				
The school will identify the two areas of the LRC data for comparison of two similar schools. The school will perform higher or equal to similar schools in the selected LRC categories as indicated in the below table.				
Year	2019 - 2020	2020 - 2021	2021 - 2022	
GOAL	50%	55%	<b>HFCS will perform higher or equal to Lima City Schools in Performance Index</b> <b>HFCS will perform higher than or equal to Perry Local Schools in Progress</b>	
ACTUAL		57.4% PR (HFCS) 49.7% PR (Lima City Schools) 60% PR (Perry Local Schools)	64% PR (HFCS) 56% PR (Lima City Schools) 70.4% PR (Perry Local Schools)	
RATING				
Not Met (0pt)				
Progressing (1pt)				
Met (2pt)				
CHART TO INDICATE TWO SIMILAR SCHOOLS AND A COMPARISON OF LRC DATA				
	% POVERTY	% MINORITY	Performance Index	Progress
Heir Force Community School	95.8%	78.7%	64%	3 out of 5 stars
Lima City Schools	100%	64.8%	56%	1 out of 5 stars
Perry Local Schools	100%	39.7%	70.4	1 out of 5 stars

## B. OTHER ACADEMIC MEASURE GOALS

B1 – SUB GROUP			
Goals set for this standard must include the name of the assessment and the expected increase for a specific sub group of students. (Assessment must be on the Ohio Department of Education <u>approved</u> vendor list) Baseline data is required from the 2020 – 2021 data.			
<b>Goal: HFCS will use STAR Assessment to monitor progress for students with disabilities. The goal is to chart the percentage above the 25 PR in Math.</b>			
Year(s)	2019- 2020	2020 - 2021	2021 - 2022
GOAL	NA	2% Above 25 PR	3% Above 50 PR
ACTUAL	NA	4% Above 25 PR	10% Above 50 PR



RATING Not Met (0pt) Progressing (1pt) Met (2pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<p>We will use the Renaissance Learning STAR Reading assessment. Using this data on a monthly basis will provide us a way to monitor the projected decrease in the number of students scoring below the PR of 50 by 3%. Specifically, we will use the TBT teams to monitor student quarterly formative data. TBT teams will monitor the effectiveness of the interventions being used to move students out of the basic area into proficiency. HFCS will focus on staff professional development. The emphasis of the professional development will be explicit instruction (SST6). HFCS implemented a new and target reading basal, Superkids, for grades K - 2 in the 19-20 school year. HFCS implemented an evidence-based core reading program for grades 3 - 8, Wit and Wisdom in the 20-21 school year. TBT, teacher-based teams, will be restructured into content area teams with specific emphasis on student data, academic strategies and behavioral strategies. TBT teams will tract subgroup performance on the monthly STAR assessment. The teaching of reading is a cross curricular responsibility. TBT teams will complete specific professional development tasks throughout the year that focus on the teaching of reading/writing through the content area.</p>			

B2 - OVERALL READING		
<p>Goals set for this standard must include the name of the assessment and the <b>expected increase</b> for all students in Reading. (Assessment must be on the Ohio Department of Education <u>approved</u> vendor list) Baseline data is required from the 2020 – 2021 data.</p>		
<p><b>Goal: HFCS will use STAR Assessment to monitor progress. The goal is to chart the percentage above the 40 PR in Reading</b></p>		
Year(s)	2020 - 2021	2021 - 2022
GOAL	40% Above 40 PR	41% Above 40 PR
ACTUAL	42% Above 40 PR	43% above 40PR
RATING Not Met (0pt) Progressing (1pt) Met (2pt)	NA	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY		
<p>We will use the Renaissance Learning STAR Reading assessment. Using this data on a monthly basis will provide us a way to monitor the projected decrease in the number of students scoring below the PR of 50 by 3%. Specifically, we will use the TBT teams to monitor student quarterly formative data. TBT teams will monitor the effectiveness of the interventions being used to move students out of the basic area into proficiency. HFCS will focus on staff professional development. The emphasis of the professional development will be explicit instruction (SST6). HFCS implemented a new and target reading basal, Superkids, for grades K - 2 in the 19-20 school year. HFCS implemented an evidence-based core reading program for grades 3 - 8, Wit and Wisdom in the 20-21 school year. TBT, teacher-based teams, will be restructured into content area teams with specific emphasis on student data, academic strategies and behavioral strategies. TBT teams will tract subgroup</p>		

performance on the monthly STAR assessment. The teaching of reading is a cross curricular responsibility. TBT teams will complete specific professional development tasks throughout the year that focus on the teaching of reading/writing through the content area.

**B3 – OVERALL MATH**

Goals set for this standard must include the name of the assessment and the **expected increase** for all students in Math. (Assessment must be on the Ohio Department of Education approved vendor list) Baseline data is required from the 2020 – 2021 data.

**Goal: HFCS will use STAR Assessment to monitor progress. The goal is to chart the percentage above the 40 PR in Math**

Year(s)	2020 - 2021	2021 - 2022
GOAL	40% Above 40 PR	42% Above 40 PR
ACTUAL	45% Above 40 PR	56% Above 40 PR
RATING Not Met (0pt) Progressing (1pt) Met (2pt)	NA	

**DESCRIPTION OF MEASURE AND MONITORING STRATEGY**

We will use the Renaissance Learning STAR MATH assessment. Using this data on a monthly basis will provide us a way to monitor the projected decrease in the number of students scoring below the PR of 50 by 3%. Specifically, we will use the TBT teams to monitor student quarterly formative data. TBT teams will monitor the effectiveness of the interventions being used to move students out of the basic area into proficiency. HFCS will focus on staff professional development. The emphasis of the professional development will be explicit instruction (SST6). HFCS implemented Carnegie Math for grades 6-8. Evidence based math programs, Eureka Math in grades K-5. TBT teams will tract subgroup performance on the monthly STAR assessment. The teaching of reading is a cross curricular responsibility. TBT teams will complete specific professional development tasks throughout the year that focus on the teaching of reading/writing through the content area.

**B4 – IMPROVING AT-RISK K-3 LITERACY - OVERALL**

Goals set for this standard must include the name of the assessment and the **expected increase** for all students in Reading for students in grades K - 2. (Assessment must be on the Ohio Department of Education approved vendor list) Baseline data is required from the 2020 – 2021 data.

**Goal: HFCS will use STAR Assessment to monitor progress. The goal is to move 10% of our RIMP identified students from off track to on track by the end of the year.**

Year(s)	2020 - 2021	2021 - 2022
GOAL	25% K-3 on track; 75% off track	30% K-3 on track; 70% off track
ACTUAL	29% K-3 on track; 71% off track	23.5% K-3 on track; 76.5% off track
RATING Not Met (0pt) Progressing (1pt) Met (2pt)	NA	

**DESCRIPTION OF MEASURE AND MONITORING STRATEGY**

Many of our students come to us as struggling readers. Our goal is to use an Ohio approved screener to identify RIMP students. HFCS will use the Renaissance STAR, Early Literacy summative/ formative assessment to monitor monthly progress. TBT meetings and professional development will target data concerning RIMP identified students. TBT teams will identify high effect strategies to follow in the classroom. Peer observations will be used to ensure fidelity is implementation of strategies. HFCS will increase the number of students moving from “off track” presently (97.4%) to “on track” (presently 2.6%) by 10%. The 10% goal increase was met at HFCS for 2017-2018 school year. The monthly STAR data will be used as a formative assessment. Benchmark data from Haggerty Phonemic Awareness will be gathered fall, winter and spring. HFCS will implement CBM assessment in both reading and math using the Renaissance program for grades K-4. This data will be used to guide intervention groups.

### C. NON-ACADEMIC GOALS

C1 – MISSION STATEMENT	
<p><b>State the School’s Mission:</b> The mission of Heir Force Community School is to provide ability-centered education that prepares children to excel academically and socially. This mission will be accomplished through a strong educational program based on a structured curriculum supported by discipline, and mutual respect. The commitment of the family, school and community will be utilized to achieve these goals and empower students to succeed.</p>	
<p>This goal should include mission specific performance measures and targets. HFCS will decrease student behavior and create a positive environment by maintaining the school-wide positive DOJO of 70% in the 2020-2021</p>	
Year	2021 - 2022
GOAL	70% school-wide positive DOJO
ACTUAL	75% school-wide positive DOJO
RATING Not Met (0pt) Progressing (1pt) Met (2pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
<p>HFCS will utilize the positive behavioral reinforcement system called DOJO. Monthly PBIS meetings will review and monitor classroom DOJO percentages. Student recognition of Road to Success behaviors will award General Bucks to students with a weekly drawing.</p>	

C2 – PARENT SATISFACTION	
<p>The goal in this area should focus on what form of feedback the school will solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) <b>and</b> identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)</p>	
Year	2021 - 2022

GOAL	Parent satisfaction will be 80% or higher as a total on both surveys.
ACTUAL	Parent satisfaction 85%
RATING Not Met (0pt) Progressing (1pt) Met (2pt)	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>	
The parent survey will be conducted bi-annually by the school board members. Survey results will be shared with the Board and posted on the website.	

<b>C3 – GOVERNING AUTHORITY</b>	
Goals for this standard must address the ability of the individual members and/or combined entity in increasing the efficiency and/or effectiveness of the board. This could include: attending professional developments; attendance rates at meetings; attendance rate at school functions; etc.	
Year	2021 - 2022
GOAL	Each Board member will have 60% attendance at all regularly scheduled Board meetings during the 21-22 school year.
ACTUAL	60% (3 out of 5 members) in attendance at each meeting
RATING Not Met (0pt) Progressing (1pt) Met (2pt)	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>	
Governing authority member attendance will be tracked by the Board meeting minutes.	

<b>C4 – ORGANIZATIONAL / OPERATIONAL</b>	
The school will submit all required compliance items to the ESCLEW via Epicenter with an annual percentage of 95 or higher for ON – TIME submissions and percentage of 90 or higher for ACCURACY of the submission.	
Year	2021 - 2022
GOAL	ON-TIME – 95% or higher ACCURACY – 90% or higher
ACTUAL	ON-TIME – 95% ACCURACY – 98%
RATING Not Met (0pt) Met (1pt)	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>	
Evaluation of the goal will be determined by the review of the 2021 – 2022 submissions in Epicenter during the 2021 – 2022 school year.	

C5 – FINANCIAL PERFORMANCE	
The school will receive a clean audit from the Auditor of the State.	
Year	2021 – 2022
GOAL	The school will have a clean audit from the Auditor of the State
ACTUAL	Clean audit from the Auditor of the State
RATING Not Met (0pt) Met (1pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
Evaluation of the goal will be determined by review of the final audit when available from the Auditor of the State of Ohio.	

C6 – FINANCIAL SUSTAINABILITY	
Goals set for this standard must address 1. Student Enrollment (the actual number should be indicated); <b>AND</b> 2. Unrestricted Cash Reserve Balance (goal must have a minimum of 15 days)	
Year	2021 - 2022
GOAL	Student enrollment – 233 Days Cash Reserve - 30
ACTUAL	Student enrollment – 238 Days Cash Reserve - 30
RATING Not Met (0pt) Met (1pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
Evaluation of the goal will be the review of end of the year enrollment and the number of Days Cash Reserve.	

C7 – STUDENT DISCIPLINE				
Ohio law requires community schools to eliminate out-of-school suspensions (OSS) and expulsions for students in grades K – 3 for offenses that do not pose significant danger to school and student safety (as defined by Ohio law).				
The goal for students in grades 4-12 will be required to show a <b>decrease</b> in out-of-school suspensions (OSS) from the previous year.				
Year(s)	2020 - 2021		2021 - 2022	
GOAL	K-3	0	K-3	<b>0</b>
	4-8	20	4-8	15
	9-12	NA	9-12	NA
ACTUAL	K-3	0	K-3	0
	4-8	15	4-8	12

	9-12	NA	9-12	NA
RATING Not Met (0pt) Progressing (1pt) Met (2pt)	K-3		K-3	
	4-8		4-8	
	9-12		9-12	
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>				
	Previous year's OSS	This year's goal for OSS	Strategies to accomplish this goal	
K-3		<b>0</b>	PBIS team will strengthen Tier II interventions, school-wide PD on classroom effectiveness. HFCS will incorporate Friday and In School Suspensions.	
4-8		15	PBIS team will strengthen Tier II interventions, school-wide PD on classroom effectiveness. HFCS will incorporate Friday and In School Suspensions.	
9-12	NA	NA		

**Method and measurement of academic goals:**

As we have shared with our sponsors each year, our greatest challenge and objective is to move beyond our ability to just show growth with our students but rather, improve our Performance Index score (which measures the achievement level of every student). As we continue to increase with the number of students that achieve above proficiency (e.g., accelerated, advanced, and advanced plus) our overall (PI) score will improve. We have increased our PI score by over 6.5% over from the previous tested year. Our number one objective is to enhance our instructional practices and our formative assessments are designed to have students on a weekly basis to develop a mind-set for achieving advanced plus.

Currently HFCS has met most of the projected goals as outlined in the contract Performance Accountability Framework (Attachment 11.6) and plan to meet with Brittany Beck during our monthly site visits and make modifications to the projections for 2022-2023. However, we are confident with the future directions of the school and have worked on several initiatives to achieve continued school success including:

- Developing a Reading Improvement/Literacy Plan;
- Implemented explicit instruction and feedback teaching framework to support/enhance consistency with instruction (still in progress);
- Learning progressions and writing across the curriculum (K – 8)

- Restructuring classroom assessments to include Depth of Knowledge (DOK) and cognitive rigor questioning; (focus on restart data and similar type assessment question structure);
- Implemented action plan for Positive Behavior Intervention Supports (PBIS) as a framework to support/enhance school culture/climate with emphasis on improving school discipline policy and procedures (on going);
- Restructured Teacher based Teams (TBTs) with emphasis on using data to enhance instruction; and empowered a shared governance approach to decision-making with our Community School Leadership Team (CSLT), and
- Implemented 2 – 8 intervention program.

**Results from 2020 – 2021 compared to 2017 – 2018 AIR statewide achievement tests:**

Grade & Subject	Tested	Adv	Acc	Prof	Basic	Ltd	2017-2018	2020-2021
3rd Grade Reading	43	21.8%	23.6%	16.4%	25.5%	12.7%	52.8%	41.2%
3rd Grade Math	43	29.7%	20.4%	20.4%	14.8%	14.8%	41.7%	<b>44.1%</b>
4th Grade Reading	26	14.3%	22.4%	26.5%	28.6%	8.2%	59.1%	<b>63.3%</b>
4th Grade Math	26	8.2%	36.7%	20.4%	6.1%	28.6%	68.2%	63.6%
5th Grade Reading	30	11.9%	28.8%	16.9%	25.4%	16.9%	56.7%	28%
5th Grade Math	30	5%	3.3%	33.3%	16.7%	41.7%	53.3%	52%
5th Grade Science	30	13.3%	18.3%	20%	21.7%	26.7%	40%	<b>40%</b>
6th Grade Reading	22	6%	14.9%	38.8%	29.9%	10.4%	37.5%	36.8%
6th Grade Math	22	6%	11.9%	22.4%	19.4%	40.3%	50%	<b>52.6%</b>
7th Grade Reading	19	14.8%	18.5%	31.5%	22.2%	13%	45.8%	<b>57.1%</b>
7th Grade Math	19	5.7%	9.4%	15.1%	18.9%	50.9%	33%	<b>35.7%</b>
8th Grade Reading	30	5.3%	24.6%	14%	26.3%	29.8%	53.3%	31%
8th Grade Math	30	0	3.9%	15.7%	29.4%	51%	78.6%	31%
8th Grade Science	30	7%	22.8%	17.5%	29.8%	22.8%	50%	46.4%

*Note: Bold denotes an increase 2020 -2021 compared to the 2017-2018 AIR Assessment. HFCS does not have data for 2018/19 and 2019/20 due to COVID 19*

**Listed below is the current data HFCS received on our current report card:**

- 89.5% Attendance Rate
- 64% Performance Index
- 23.5% of all K-3 students on track; 76.5% off track (On track/Off track trends)
- 41.2% scored proficient (Third Grade Reading Guarantee)
- K 54.3% on track; 1<sup>st</sup> grade 45% on track; 2<sup>nd</sup> grade 26.3% on track; and 3<sup>rd</sup> 38.2% on track (On track by grade level)
- 3 out of 5 stars for Progress (HFCS); 1 out of 5 stars for Progress PR (Lima City Schools); and 1 out of 5 stars for Progress (Perry Local Schools) – (Comparative Goals)
- 41% above 40 PR (Overall Reading) and 42% above 40 PR (Overall Math)

**Sponsor’s Legal Compliance Assessment**

Ohio Revised Code (ORC) 3314.03(D)(2) specifies that the sponsor of the school must “monitor and evaluate the academic and fiscal performance and the organization and operation of the community school on at least an annual basis.” In addition, under ORC 3314.03(D)(3), the sponsor must “report on an annual basis the results of the evaluation conducted under division (D)(2) of this section to the department of education and to the parents of students enrolled in the community school.”

The Educational Service Center of Lake Erie West (ESCLEW) served as sponsor for *Heir Force Community School* during the 2021-2022 school year. ESCLEW monitored the school’s academic and fiscal performance, as well as organization and operation of the school, and determined that the school was overall compliant.