

**MODIFICATION NO. 4
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
Heir Force Community School (“Governing Authority” or “School”)**

WHEREAS, the ESCLEW and the Governing Authority entered into an amended and restated Community School Contract (“Contract”) effective on July 1, 2020; and

WHEREAS, the ESCLEW and the Governing Authority agree to the following modifications;


NOW THEREFORE, the parties modify the Contract as follows:

- 1. Article IV, Section 4.1.** In the first sentence of the section add “3313.6026,” “3319.318,” “3319.393,” and “5502.703” in the appropriate numerical order. The rest of Section 4.1 remains as originally written in the Contract.
- 2. Article IX, Section 9.7.**
 - a. In the first sentence of the section remove “two and a half percent (2.5%)” and insert “two point seventy-five percent (2.75%)” in its place.
 - b. In the first sentence of the second paragraph of the section remove “two and a half percent (2.5%)” and insert “two point seventy-five percent (2.75%)” in its place.
 - c. The rest of Section 9.7 remains as originally written in the Contract.
- 3. Article XI, Section 11.5.**
 - a. In the first sentence of the section remove “five (5)” and insert “six (6)” in its place.
 - b. In the first sentence of the section remove “June 30, 2025” and insert “June 30, 2026” in its place.
 - c. The rest of Section 11.5 remains as originally written in the Contract.
- 4. Attachment 6.3** shall be replaced in its entirety with the attached.
- 5. Attachment 11.6** shall be replaced in its entirety with the attached.

[Signature on Following Page]

ALL OTHER SECTIONS, SUBSECTIONS, TERMS, OR PROVISIONS OF THE CONTRACT SHALL REMAIN IN FULL FORCE AND IN EFFECT UNLESS OTHERWISE SPECIFICALLY MODIFIED HEREIN.

**Educational Service Center of
Lake Erie West**

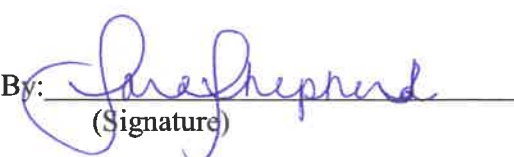
By: 
(Signature)

Its: Superintendent

with full authority to execute this Contract
for and on behalf of **Sponsor**
and with full authority to bind **Sponsor**.

Date: 1-24-2023

**Governing Authority of
Heir Force Community School**

By: 
(Signature)

Its: President

with full authority to executive this Contract
for and on behalf of **Governing Authority**
and with full authority to bind **Governing
Authority**.

Date: 12/08/2022

ATTACHMENT 6.3 EDUCATIONAL PLAN

1. Educational Plan
 - a. Mission and philosophy
 - b. Characteristics of the students the School expects to attract
 - c. Ages and grades of students
 - d. Description of curriculum
 - e. Instructional delivery methods used
 - f. Description of how curriculum aligns with Ohio Content Standards
2. Description of all classroom-based and non-classroom-based learning opportunities
 - a. Classroom-based
 - b. Non-classroom-based, including, when applicable, Credit Flex, College Credit Plus, field trips with academic enhancement component, tutoring, learning on contingency days or while a student is suspended/expelled, internet or independent study
3. If applicable, description of blended learning, preschool, internet- or computer-based, or approved 22+ Adult High School Diploma program requirements

If the School operates as an internet- or computer-based community school, the description must include, at a minimum:

- a. A description of the filtering device or computer software used to protect students from access to materials that are obscene or harmful
- b. A plan indicating the number of times a teacher will visit each student throughout the school year and the manner in which those visits will be conducted
- c. The address of the central base of operation

The Governing Authority DOES/DOES NOT intend to seek designation for the School as a STEM school under R.C. 3326.032.

NOTE: Learning opportunities are classroom-based or non-classroom-based supervised instructional and educational activities that are defined in the School's contract and are:

- d. Provided by or supervised by a licensed teacher;
- e. Goal-oriented; and
- f. Certified by a licensed teacher as meeting the criteria established for completing the learning opportunity. (OAC 3301-102-02)

If the School has registered a Blended Learning Plan, the description must include, at a minimum:

- a. An indication of what blended learning model or models will be used
- b. A description of how student instructional needs will be determined and documented
- c. The method to be used for determining competency, granting credit, and promoting students to a higher grade level
- d. The school's attendance requirements, including how the school document participation in learning opportunities
- e. A statement describing how student progress will be monitored
- f. A statement describing how private student data will be protected
- g. A description of the professional development activities that will be offered to teachers

If the School has a Preschool, the description of the must include, at a minimum:

- a. Characteristics of the students the School expects to attract
- b. Ages of students eligible for preschool admission
- c. Description of preschool curriculum
- d. Description of how program complies with R.C. 3301.50 to 3301.59 and the minimum standards for preschool programs prescribed in the Ohio Administrative Code.

**Heir Force Community School
Education Plan Implementation (Attachment 6.3)
2022-2023**

C. Education Program

1. Provide the school's education program (Attachment 6.3) along with any necessary updates to ensure accuracy and completeness, including any material changes.

Educational Program

- A. The HFCS uses a variety of texts, manipulatives, and supplemental material to educate our students, including such publishers as Scholastic, Houghton Mifflin, and McGraw Hill
- B. Classroom based and non-classroom based learning opportunities include; traditional classroom instruction by teacher, use of internet based sites such as Renaissance Learning, Moby Max, Learning A-Z, Flocabulary, coolmath.com, and kid discover. Off-site learning is facilitated through educational based field trips, and student log in to internet based sites. Students on suspension or on leaves of absences are provided with the work that would be assigned as well as being able to complete the lessons and assignments on our internet based learning and through blogs with the instructional teacher.

C. Heir Force Community School Mission Statement

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.

Heir Force Community School Philosophy

The primary focus of the Heir Force Community School (HFCS) is to provide ability-centered education that prepares children for a successful future both academically and socially. The HFCS guides and establishes learning experiences that assist each student in discovering and developing his or her individuality and talents in becoming a mature, responsible, civil and productive member of society.

We believe public education can work. All children can learn, and the state of education can turn around. Students need creative, academically discerning teachers who are able to create a lesson plan to fit the learning styles of each student. The results our school has achieved in standardized tests has and will continue to get the attention of parents and educators alike. The grade level goals in traditional public schools we believe are too low. We have and will continue to form our grade level goals above and beyond those of traditional public schools. We believe if we do our job and continue to meet our goals, we will be called upon by school districts all over the state to help improve and achieve academic excellence.

Our Goals Regarding Our Students and Their Families

- Offer the highest quality education for their child using an individualized/differentiated approach.

- Develop a positive reputation among our families, a concern for their individual child, courtesy and respect towards their opinions and views, attention and swift response to questions and concerns regarding their child, integrity, dependability, honesty, competence, and a positive and professional attitude.

D. Instructional Delivery Methods include classroom instructions with a high focus and concentration on differentiated instruction, use of computers and internet with defined goals for each student, extended concentrated time in Reading/Language Arts and Math with daily double periods for these subjects, through homework that is assigned to each student based on the needs of the student as well as meeting academic content standard goals. All Ohio Academic Standards by grade are completed through instruction prior to the annual Ohio Achievement Assessments.

E. School Calendar-See below

F. The HFCS course of study meets and exceeds the state requirements for public schools for all grades. Our curriculum and all supplemental resources are used in Alignment with Ohio Academic Standards

G. Credit Flexibility Program-N/A

H. Field Trips – See below 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 th 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 th 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.



10/25/22

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	2025
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.

Conversion Chart

Local Report Cards (LRC) using the previous state A-F rating scale will be converted to the 1-5 star system. Please refer to the conversion chart below to determine if a score is the same or better than prior years.

Report Card Conversion Chart	
A	5 stars
B	4 stars
C	3 stars
D	2 stars
F	1 star

A. ACADEMIC LOCAL REPORT CARD GOALS

A1. OVERALL RATING			
The annual Local Report Card will show an increase in Overall School Rating from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023

ACTUAL	NR	NR	
RATING Met (1pt) Not Met (0pt)			

A2. ACHIEVEMENT COMPONENT			
The annual Local Report Card will show an increase in the overall achievement component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	2 Stars	
RATING Met (1pt) Not Met (0pt)			

A3. PERFORMANCE INDEX			
The annual Local Report Card will show an increase in performance index points from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	57.4%	64%	
RATING Met (1pt) Not Met (0pt)			

A4. PROGRESS COMPONENT			
The annual Local Report Card will show an increase in the Progress Component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	3 stars	
RATING Met (1pt) Not Met (0pt)			

A5. GAP CLOSING COMPONENT			
The annual Local Report Card will show an increase in the Gap Closing Component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	3 stars	
RATING Met (1pt) Not Met (0pt)			

A6. CHRONIC ABSENTEEISM

1. Meeting or exceeding the annual Ohio goal (**8.2** percent or lower for 2022-2023);
OR
 2. Meeting an improvement standard relative to the starting point of each school or district. Technical documentation for Chronic Absenteeism from ODE requires the following calculations be used:
- If your current chronic absenteeism rate is **36.7% or higher**, the goal will indicate a 1.1% improvement.
 - If your current chronic absenteeism rate is **36.6% or lower**, the goal will indicate a 3% improvement

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	21%	20.37%	20.2
RATING Met (1pt) Not Met (0pt)			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

This will be monitored by tracking daily attendance.

A7. GIFTED PERFORMANCE INDICATOR

The annual Local Report Card will show an **increase** in the Gifted Performance Indicator from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	NA	
RATING Met (1pt) Not Met (0pt)			

A8. GRADUATION COMPONENT

The annual Local Report Card will show an **increase** in the Graduation Component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	NA	
RATING Met (1pt) Not Met (0pt)			

A9. 4-YEAR GRADUATION RATE			
The annual Local Report Card will show an increase in the 4-Year Graduation Rate from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	NA	NA	

A10. 5-YEAR GRADUATION RATE			
The annual Local Report Card will show an increase in the 5-Year Graduation Rate from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	NA	NA	

A11. EARLY LITERACY COMPONENT			
The annual Local Report Card will show an increase in the Early Literacy Component from the previous published Local Report Card.			
Year(s)	2020 – 2021	2021 – 2022	2022 – 2023
RATING Met (1pt) Not Met (0pt)	NR	1 Star	

A12. PROFICIENCY IN THIRD GRADE READING			
The annual Local Report Card will show an increase in the Proficiency in Third Grade Reading from the previous published Local Report Card.			
Year(s)	2020 – 2021	2021 – 2022	2022 – 2023
RATING Met (1pt) Not Met (0pt)	NR	41.2%	

A13. PROMOTION TO FOURTH GRADE			
The annual Local Report Card will show an increase in the Promotion to Fourth Grade from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt)	NR	100%	

Not Met (0pt)			
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A14. IMPROVING K–3 LITERACY			
The annual Local Report Card will show an increase in the Improving K-3 Literacy from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	NR	23.5%	

A15. – COLLEGE, CAREER, WORKFORCE, AND MILITARY READINESS (2024–2025)			
The annual Local Report Card will show an increase in the College, Career, Workforce, and Military Readiness component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	NA	NA	NA

A16. – POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS			
The school will implement a positive intervention behavior and support framework.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	Yes	Yes	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			

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.

A17. COMPARATIVE DATA FROM SIMILAR SCHOOLS

The school will identify two areas of LRC data for comparison with two similar schools. The school will perform higher than or equal to similar schools in the selected LRC categories as indicated in the table below.

Year	2020 – 2021	2021 – 2022	2022 – 2023
GOAL	55%	57%	HFCS will perform higher than or equal to Lima City School Performance Index or Progress HFCS will perform higher than or equal to Perry Local Schools in School Performance Index or Progress
ACTUAL	57.4% PI (HFCS); 49.7% PI (Lima City Schools); 60% PI (Perry Local Schools)		
RATING Met (2pt) Not Met (0pt)			

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 stars
Lima City Schools	100%	64.8%	56%	1 star
Perry Local Schools	100%	39.7%	70.4%	1 star

B. OTHER ACADEMIC MEASURE GOALS

B1. SUB - GROUP

GOAL: Goal: HFCS will use STAR Assessment to monitor progress for students with disabilities. The goal is to chart the percentage of students showing improvement from the baseline data gathered.			
Year(s)	2020 – 2021	2021- 2022	2022 – 2023
GOAL	2% Above 25 PR	3% Above 25 PR	
ACTUAL	4% Above 25 PR		
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Using the STAR Math Assessment, Students with Disabilities who are testing at or above the 25th percentile will increase by 3% from fall to spring testing.			

B2. READING			
GOAL: HFCS will use STAR Assessment to monitor progress of student growth in the area of reading. The goal is to chart the percentage of students showing improvement from the baseline data gathered.			
Year(s)	2020 – 2021	2021 – 2022	2022 – 2023
ACTUAL	40% Above 40 PR	41% Above 40 PR	42% Above 40 PR
GOAL	42% Above 40 PR	43% Above 40 PR	
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Using the STAR Reading Assessment, students who are testing at or above the 40th percentile will increase by 2% from fall to spring assessment			

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B3. MATH

GOAL: HFCS will use STAR Assessment to monitor progress of student growth in the area of math. The goal is to chart the percentage of students showing improvement from the baseline data gathered.

Year(s)	2020 – 2021	2021 – 2022	2022 – 2023
GOAL	40% Above 40 PR	42% Above 40 PR	44% Above 40 PR
ACTUAL	45% Above 40 PR	56% Above 40 PR	
RATING Met (1pt) Not Met (0pt)			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Using the STAR Math Assessment, students who are testing at or above the 40th percentile will increase by 2% from fall to spring assessment

B4. IMPROVING EARLY LITERACY

GOAL: Goal: HFCS will use STAR Assessment to monitor progress. The goal is to move 25% of K-3 students to “on track”

Year(s)	2020 – 2021	2021 – 2022	2022 – 2023
GOAL	25% K-3 on track; 75% off track	30% K-3 on track; 70% off track	25% K-3 on track; 75% off track
ACTUAL	29% K-3 on track; 71% off track	23.5% on track; 76.5% off track	
RATING Met (1pt) Not Met (0pt)			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Many of our students come to us as struggling readers. HFCS will use an Ohio approved screener to identify RIMP students. HFCS will use the Renaissance STAR, Early Literacy summative/ formative assessment to monitor monthly progress. 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 40 by 3%. 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. The monthly STAR data will be used as a formative assessment. Classroom teachers will chart individual STAR data each month from the STAR/Early Literacy. This will reflect the percentage of students scoring below the 40% PR. Benchmark data from Haggerty Phonemic Awareness will be gathered fall, winter and spring in kindergarten, grade 1 and struggling students in grades 2 and 3. Monthly progress monitoring data will be used to chart struggling student progress. This data will be used to guide intervention groups.

B5. PRESCHOOL SPECIFIC GOAL			
GOAL: NA			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	NA	NA	
ACTUAL	NA	NA	
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			

C. NON-ACADEMIC / ORGANIZATIONAL AND OPERATIONAL GOALS

C1 – MISSION STATEMENT
<p>State the School’s 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</p>

the family, school and community will be utilized to achieve these goals and empower students to succeed.	
Year	2022 – 2023
GOAL	70% school-wide positive student behavior
RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
<p>HFCS will continue to use our PBIS Tier 1 steps. DOJO will be used to track student individual performance behavior at the Tier 1 level of PBIS. 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. Tier II documentation will be gathered from classroom discipline write-ups.</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.) and identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)</p>	
Year	2022 - 2023
GOAL	Parent satisfaction will be 80% or higher as a total on both surveys and will be shared with HFCS School Board
RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
<p>The parent survey will be conducted bi-annually by the school board members in the months October and February. Survey results will be shared with the Board..</p>	

C3 – GOVERNING AUTHORITY

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	2022 - 2023
GOAL	Each Board member will have 60% attendance at all regularly scheduled Board meetings during the 22-23 school year. The goal is to track individual Board Member attendance.
RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
Governing authority member attendance will be tracked by the Board meeting minutes.	

C4 – STUDENT DISCIPLINE				
House Bill 318 restricts the out of school suspensions (OSS) and expulsions for students in grades K – 3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). <i>**Detailed documentation is required to determine if OSS meets the requirements of the law**</i> All students will be required to show a decrease in out-of-school suspensions (OSS) from the previous year.				
Year(s)	2021 - 2022		2022 - 2023	
GOAL	K-3	0	K-3	0
	4-8	20	4-8	20
	9-12	NA	9-12	
ACTUAL	K-3	0	K-3	
	4-8	15	4-8	
	9-12	NA	9-12	
RATING Met (1pt each grade level) Not Met (0pt)	K-3		K-3	
	4-8		4-8	
	9-12		9-12	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY				
Grades	Previous year's Actual OSS	This year's goal for OSS	Strategies to accomplish this goal	
K-3	0	0	PBIS team will strengthen Tier II interventions, school-wide PD on classroom effectiveness. HFCS will incorporate Friday and In School Suspensions. PBIS will monitor student behavior monthly.	

4-8	15	15	PBIS team will strengthen Tier II interventions, school-wide PD on classroom effectiveness. HFCS will incorporate Friday and In School Suspensions. PBIS will monitor student behavior monthly.
9-12			

D. LEGAL COMPLIANCE

D1 – LEGAL COMPLIANCE – ON-TIME SUBMISSIONS	
The school will submit all required compliance items to the ESCLEW via Epicenter and meet or exceed the expected percentages for ON-TIME percent of legal submissions.	
Year	2022 - 2023
ACTUAL	
RATING 85 – 100% - Exceeds (2pts) 51 – 84% - Meets (1pt) 50% or less – Not Met (0pts)	

D2 – LEGAL COMPLIANCE - ACCURACY	
The school will submit all required compliance items to the ESCLEW via Epicenter and meet or exceed the expected percentages for ACCURACY of legal submissions.	
Year	2022 - 2023
ACTUAL	

RATING 85 – 100% - Exceeds (2pts) 51 – 84% - Meets (1pt) 50% or less – Not Met (0pts)	
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E. FINANCIAL

E1 – FINANCIAL PERFORMANCE	
The school will receive an audit without findings from the Auditor of the State.	
Year	2022 – 2023
GOAL	The school will receive an audit without findings from the Auditor of the State.
RATING RATING Met (1pt) Not Met (0pt)	

E2– FINANCIAL SUSTAINABILITY	
Goals set for this standard must address 1. Student Enrollment (the actual number should be indicated); AND 2. Unrestricted Cash Reserve Balance (goal must have a minimum of 15 days).	
Year	2022- 2023
GOAL	Student Enrollment – 238 Days Cash Reserve - 15 days minimum
RATING Met (1pt) Not Met (0pt)	

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%	44.1%
4th Grade Reading	26	14.3 %	22.4 %	26.5 %	28.6 %	8.2%	59.1%	63.3%
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%	40%
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%	52.6%
7th Grade Reading	19	14.8 %	18.5 %	31.5 %	22.2 %	13%	45.8%	57.1%
7th Grade Math	19	5.7%	9.4%	15.1 %	18.9 %	50.9 %	33%	35.7%
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; 1st grade 45% on track; 2nd grade 26.3% on track; and 3rd 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)

Financial Status Report

As of July 1, 2021 through June 30, 2022, Heir Force Community School through Heir Force Community School will provide a copy of the financial audit upon request.

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.



2022 – 2023 Performance Framework Goals

Contract Attachment 11.6

12/13/22

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	2025
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.

Conversion Chart

Local Report Cards (LRC) using the previous state A-F rating scale will be converted to the 1-5 star system. Please refer to the conversion chart below to determine if a score is the same or better than prior years.

Report Card Conversion Chart	
A	5 stars
B	4 stars
C	3 stars
D	2 stars
F	1 star

A. ACADEMIC LOCAL REPORT CARD GOALS

A1. OVERALL RATING			
The annual Local Report Card will show an increase in Overall School Rating from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	NR	
RATING Met (1pt) Not Met (Opt)			

A2. ACHIEVEMENT COMPONENT			
The annual Local Report Card will show an increase in the overall achievement component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	2 Stars	
RATING Met (1pt) Not Met (Opt)			

A3. PERFORMANCE INDEX
The annual Local Report Card will show an increase in performance index points from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	57.4%	64%	
RATING Met (1pt) Not Met (Opt)			

A4. PROGRESS COMPONENT			
The annual Local Report Card will show an increase in the Progress Component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	3 stars	
RATING Met (1pt) Not Met (Opt)			

A5. GAP CLOSING COMPONENT			
The annual Local Report Card will show an increase in the Gap Closing Component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	3 stars	
RATING Met (1pt) Not Met (Opt)			

A6. CHRONIC ABSENTEEISM			
<p>1. Meeting or exceeding the annual Ohio goal (8.2 percent or lower for 2022-2023);</p> <p>OR</p> <p>2. Meeting an improvement standard relative to the starting point of each school or district. Technical documentation for Chronic Absenteeism from ODE requires the following calculations be used:</p> <ul style="list-style-type: none"> • If your current chronic absenteeism rate is 36.7% or higher, the goal will indicate a 1.1% improvement. • If your current chronic absenteeism rate is 36.6% or lower, the goal will indicate a 3% improvement 			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	21%	20.37%	20.2
RATING Met (1pt) Not Met (Opt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			

This will be monitored by tracking daily attendance.

A7. GIFTED PERFORMANCE INDICATOR

The annual Local Report Card will show an **increase** in the Gifted Performance Indicator from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	NA	
RATING Met (1pt) Not Met (0pt)			

A8. GRADUATION COMPONENT

The annual Local Report Card will show an **increase** in the Graduation Component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	NA	NA
RATING Met (1pt) Not Met (0pt)			

A9. 4-YEAR GRADUATION RATE

The annual Local Report Card will show an **increase** in the 4-Year Graduation Rate from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	NA	NA	NA

A10. 5-YEAR GRADUATION RATE

The annual Local Report Card will show an **increase** in the 5-Year Graduation Rate from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt)	NA	NA	NA

Not Met (Opt)			
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A11. EARLY LITERACY COMPONENT

The annual Local Report Card will show an **increase** in the Early Literacy Component from the previous published Local Report Card.

Year(s)	2020 – 2021	2021 – 2022	2022 – 2023
RATING Met (1pt) Not Met (Opt)	NR	1 Star	

A12. PROFICIENCY IN THIRD GRADE READING

The annual Local Report Card will show an **increase** in the Proficiency in Third Grade Reading from the previous published Local Report Card.

Year(s)	2020 – 2021	2021 – 2022	2022 – 2023
RATING Met (1pt) Not Met (Opt)	NR	41.2%	

A13. PROMOTION TO FOURTH GRADE

The annual Local Report Card will show an **increase** in the Promotion to Fourth Grade from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (Opt)	NR	100%	

A14. IMPROVING K–3 LITERACY

The annual Local Report Card will show an **increase** in the Improving K-3 Literacy from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
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RATING Met (1pt) Not Met (0pt)	NR	23.5%	
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A15. – COLLEGE, CAREER, WORKFORCE, AND MILITARY READINESS (2024–2025)

The annual Local Report Card will show an **increase** in the College, Career, Workforce, and Military Readiness component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	NA	NA	NA

A16. – POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

The school will implement a positive intervention behavior and support framework.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	Yes	Yes	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

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.

A17. COMPARATIVE DATA FROM SIMILAR SCHOOLS

The school will identify two areas of LRC data for comparison with two similar schools. The school will perform higher than or equal to similar schools in the selected LRC categories as indicated in the table below.

Year	2020 – 2021	2021 – 2022	2022 – 2023
GOAL	55%	57%	HFCS will perform higher than or equal to Lima City School(North Middle School) Performance Index HFCS will perform higher than or equal to Perry Local Schools(elementary) in School Progress
ACTUAL	57.4% PI (HFCS); 49.7% PI (Lima City Schools); 60% PI (Perry Local Schools)		
RATING Met (2pt) Not Met (0pt)			

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%		
North Middle School	100%	64.8%		
Perry Elementary	100%	39.7%		

B. OTHER ACADEMIC MEASURE GOALS

B1. SUB - GROUP			
GOAL: Using the STAR Math Assessment, Students with Disabilities who are testing at or above the 25th percentile will increase by 3% from fall to spring testing.			
Year(s)	2020 – 2021	2021- 2022	2022 – 2023
GOAL	2% Above 25 PR	3% Above 25 PR	
ACTUAL	4% Above 25 PR		
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Using the STAR Math Assessment, Students with Disabilities who are testing at or above the 25th percentile will increase by 3% from fall to spring testing.			

Strategies to use: IXL, track student progress monthly using CBM, Fluency from Wit N Wisdom and Eureka math, small group intervention during the designated time frame Monday - Thursday.

B2. READING

GOAL: Using the STAR Reading Assessment, students who are testing at or above the 40th percentile will increase by 2% from fall to spring assessment

Year(s)	2020 – 2021	2021 – 2022	2022 – 2023
ACTUAL	40% Above 40 PR	41% Above 40 PR	
GOAL	42% Above 40 PR	43% Above 40 PR	
RATING Met (1pt) Not Met (0pt)			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Using the STAR Reading Assessment, students who are testing at or above the 40th percentile will increase by 2% from fall to spring assessment
 Strategies to use: IXL, track student progress monthly using CBM, Fluency from Wit N Wisdom and Eureka math, small group intervention during the designated time frame Monday - Thursday.

B3. MATH

GOAL: Using the STAR Math Assessment, students who are testing at or above the 40th percentile will increase by 2% from fall to spring assessment

Year(s)	2020 – 2021	2021 – 2022	2022 – 2023
GOAL	40% Above 40 PR	42% Above 40 PR	
ACTUAL	45% Above 40 PR	56% Above 40 PR	
RATING Met (1pt) Not Met (0pt)			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Using the STAR Math Assessment, students who are testing at or above the 40th percentile will increase by 2% from fall to spring assessment
 Strategies to use: IXL, track student progress monthly using CBM, Fluency from Wit N Wisdom and Eureka math, small group intervention during the designated time frame Monday - Thursday.

B4. IMPROVING EARLY LITERACY

GOAL: Goal: HFCS will use STAR Assessment to monitor progress. The goal is to move 25% of K-3 students to “on track”			
Year(s)	2020 – 2021	2021 – 2022	2022 – 2023
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% on track; 76.5% off track	
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<p>Many of our students come to us as struggling readers. HFCS will use an Ohio approved screener to identify RIMP students. HFCS will use the Renaissance STAR, Early Literacy summative/ formative assessment to monitor monthly progress. 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 40 by 3%. 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. The monthly STAR data will be used as a formative assessment. Classroom teachers will chart individual STAR data each month from the STAR/Early Literacy. This will reflect the percentage of students scoring below the 40% PR. Benchmark data from Haggerty Phonemic Awareness will be gathered fall, winter and spring in kindergarten, grade 1 and struggling students in grades 2 and 3. Monthly progress monitoring data will be used to chart struggling student progress. This data will be used to guide intervention groups.</p>			

B5. PRESCHOOL SPECIFIC GOAL			
GOAL: NA			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	NA	NA	NA
ACTUAL	NA	NA	
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			

C. NON-ACADEMIC / ORGANIZATIONAL AND OPERATIONAL GOALS

C1 – MISSION STATEMENT

State the School’s 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.

Year	2022 – 2023
GOAL	The HFCS goal is that students will use the ROAD to SUCCESS model to guide their decisions and actions while at school. 80% or more of students in grades 3 – 8 will be able to explain the ROAD model and how it applies to them as a student when randomly selected.
RATING Met (1pt) Not Met (0pt)	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

The goal will be measured: 80% or more of students in grades 3 – 8 will be able to explain the ROAD model and how it applies to them as a student when randomly selected.

HFCS will continue to use our PBIS Tier 1 steps. DOJO will be used the track student individual performance behavior at the Tier 1 level of PBIS 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. Tier II documentation will be gathered from classroom discipline write-ups.

C2 – PARENT SATISFACTION

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.) **and** identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)

Year	2022 - 2023
GOAL	Parent satisfaction will be 80% or higher as a total on both surveys and will be shared with HFCS School Board and the Board will review and make necessary changes as needed
RATING Met (1pt) Not Met (0pt)	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

The parent survey will be conducted bi-annually by the school board members in the months October and February. Survey results will be shared with the Board..

C3 – GOVERNING AUTHORITY

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	2022 - 2023
GOAL	Each Board member will have 60% attendance at all regularly scheduled Board meetings during the 22-23 school year. The goal is to track individual Board Member attendance.
RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
Governing authority member attendance will be tracked by the Board meeting minutes.	

C4 – STUDENT DISCIPLINE				
House Bill 318 restricts the out of school suspensions (OSS) and expulsions for students in grades K – 3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law** All students will be required to show a decrease in out-of-school suspensions (OSS) from the previous year.				
Year(s)	2021 - 2022		2022 - 2023	
GOAL	K-3	0	K-3	0
	4-8	20	4-8	20
	9-12	NA	9-12	NA
ACTUAL	K-3	0	K-3	
	4-8	15	4-8	
	9-12	NA	9-12	
RATING Met (1pt each grade level) Not Met (0pt)	K-3		K-3	
	4-8		4-8	
	9-12		9-12	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY				
Grades	Previous year's Actual OSS	This year's goal for OSS	Strategies to accomplish this goal	
K-3	0	0	PBIS team will strengthen Tier II interventions, school-wide PD on classroom effectiveness. HFCS will incorporate Friday and In School Suspensions. PBIS will monitor student behavior monthly.	
4-8	15	20	PBIS team will strengthen Tier II interventions, school-wide PD on classroom effectiveness. HFCS will incorporate Friday and In School Suspensions. PBIS will monitor student behavior monthly.	
9-12			NA	

D. LEGAL COMPLIANCE

D1 – LEGAL COMPLIANCE – ON-TIME SUBMISSIONS	
The school will submit all required compliance items to the ESCLEW via Epicenter and meet or exceed the expected percentages for ON-TIME percent of legal submissions.	
Year	2022 - 2023
ACTUAL	
RATING 85 – 100% - Exceeds (2pts) 51 – 84% - Meets (1pt) 50% or less – Not Met (0pts)	

D2 – LEGAL COMPLIANCE - ACCURACY	
The school will submit all required compliance items to the ESCLEW via Epicenter and meet or exceed the expected percentages for ACCURACY of legal submissions.	
Year	2022 - 2023
ACTUAL	
RATING 85 – 100% - Exceeds (2pts) 51 – 84% - Meets (1pt) 50% or less – Not Met (0pts)	

E. FINANCIAL

E1 – FINANCIAL PERFORMANCE	
The school will receive an audit without findings from the Auditor of the State.	
Year	2022 – 2023
GOAL	The school will receive an audit without findings from the Auditor of the State.
RATING RATING Met (1pt) Not Met (0pt)	

E2– FINANCIAL SUSTAINABILITY	
Goals set for this standard must address 1. Student Enrollment (the actual number should be indicated); AND 2. Unrestricted Cash Reserve Balance (goal must have a minimum of 15 days).	
Year	2022- 2023

GOAL	Student Enrollment – 238 students Days Cash Reserve - 15 days minimum
RATING Met (1pt) Not Met (0pt)	