

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

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

Strengths of the Reading Achievement Plan:

- Teacher training and professional development is followed up and supported by ongoing instructional literacy coaching by an instructional coach.
- The plan includes opportunities for families to learn about and support literacy engagement at home.
- The plan includes the use of Ohio Improvement Process team structures from a school improvement model.

This plan will benefit from:

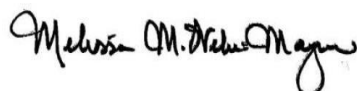
- Inclusion of evidence-based practices for core literacy instruction for all students and how that core instruction is differentiated to meet the diverse needs of learners.
- Additional data to support the analysis of learner performance as well as other factors contributing to low reading achievement.

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

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

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,



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

25 South Front Street
Columbus, Ohio 43215
education.ohio.gov

(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Emerson Academy

DISTRICT IRN: 000577

DISTRICT ADDRESS: 501 Hickory Street, Dayton, OH 45410

PLAN COMPLETION DATE: 12/4/2019

LEAD WRITERS: Landon Brown, Anna Rodriguez

CONTENTS

Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation.....	3
Section 1, Part A: Leadership Team Membership	3
Section 1, Part B: Developing, monitoring and communicating the reading achievement plan	3
Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts	4
Section 3: Why a Reading Achievement Plan is Needed in our District or Community School.....	4
SECTION 3 PART A: ANALYSIS OF RELEVANT learner PERFORMANCE DATA.....	4
SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT.....	8
Section 4: Literacy Mission and VISION STATEMENT(s)	8
Section 5: Measurable learner Performance Goals.....	9
Section 6: Action PLAN MAP(s)	9
Section 7: Plan for Monitoring Progress toward the learner performance goal(s).....	12
Section 8: Expectations and Supports for learners and Schools.....	13
SECTION 8 PART A: STRATEGIES TO SUPPORT learners.....	13
SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (strategies to support adult implementation)	13
SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN	13
Appendices	14

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
Landon Brown	Principal	Local School	60.lbrown@nhaschools.com
Matt Carlton	Director of School Quality	Service Center	mcarlton@nhaschools.com
April Campbell	Dean of Special Education	Local School	60.acampbell@nhaschools.com
Betsy Kelliher	Intervention Specialist	Local School	60.bkelliher@nhaschools.com
Anna Rodriguez	District Literacy Coach	Service Center	arodriguez@nhaschools.com
Megan Kalb	Dean of K-2 Primary Grades	Local School	60.mkalb@nhaschools.com
Kirsten Dintaman	2 nd Grade Teacher Leadership Team Member	Local School	60.kdintaman@nhaschools.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 district leadership team met during a summer retreat to review and analyze the previous two years' reading scores. The data reviewed included the Ohio State Test, NWEA MAP Assessments, Interim Reports (common assessments), and aimswebPlus Benchmarking Progress.

The team is scheduled to meet monthly to review assessment scores that will be administered throughout the school year for intentional planning of small groups and reading intervention. Additionally, the administration team will meet monthly to review classroom teachers' lesson prep plans and instructional observations within ELA Reading content.

The team communicated the Reading Achievement Plan with the instructional staff during summer pre-planning at the beginning of the school year professional development and throughout the course of the school year. The school principal and instructional deans provide observations and feedback regarding reading instruction periodically. Moreover, the curriculum and instruction ELA reading specialist plans monthly observations with deans to provide instructional coaching conversations to assist the school's focus on increasing reading comprehension and skills by the end of the school year.

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

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

Emerson Academy's mission is committed to providing the best possible education to the children of Dayton by way of strong curriculum, dedicated teachers, and involved community. Our plan provides goals specifically created to improve the necessary support and tools needed for the reading achievement of all students. The plan is aligned to the vision of our educational management organization (EMO), National Heritage Academies.

The ELA Reading Vision of National Heritage Academies:

We seek to prepare critically literate students who are lifelong learners, engaged citizens, and active members of the global community.

Our Beliefs:

1. We must teach the reader, not the text.
2. We are what we repeatedly do.
3. We must teach students to read before they can read to learn.

Emerson Academy's plan correlates to the EMO's vision of improved literacy at all grade levels. The goals of the Reading Achievement Plan highlight the intentional use of data to guide and inform specific action steps while engaged in continuous growth and development.

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

SECTION 3 PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

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

Reading Spring State Test Yearly Proficiency

GRADE	MAY 2017	MAY 2018	MAY 2019
3	39%	30%	37%
4	32%	31%	57%
5	41%	31%	48%
6	29%	16%	39%
7	25%	26%	51%
8	35%	14%	33%

School Interim Report (Common Assessments)
Students Scoring Proficient (Score of 3.0 or Above)

GRADE	2018 SY Interim 1	2018 SY Interim 2	2018 SY Interim 3*	2019 SY Interim 1	2019 SY Interim 2	2019 SY Interim 3
3	28%	41%	35%	48%	36%	19%
4	41%	38%	n/a	21%	56%	49%
5	50%	50%	n/a	54%	31%	43%
6	15%	7%	n/a	19%	31%	32%
7	15%	27%	n/a	15%	37%	42%
8	23%	31%	n/a	22%	17%	27%

*optional assessment in spring

Kindergarten Readiness Assessment

Skill Proficiency	2018 SY	2019 SY	2020 SY
Demonstrating Readiness	41%	62%	52%
Approaching Readiness	37%	32%	39%
Emerging Readiness	22%	6%	18%
On Track**	68%	86%	69%
Not on track**	32%	14%	31%

**The MAP/NWEA is used to determine on/off track (not the scores from KRA).

aimswEBPlus Benchmarking

Students	2018-19 % Meeting AW Goal
All K-2	60%

NWEA GROWTH MEASURES 2017 REPORT

NHA Data
Emerson

NWEA Summary by School/Wing - Emerson
Export
Views **3,794**
Page Owners

Refresh Filters

Season
Fall

Growth Window
Fall - Fall

Academic Year
2016-2017

About
NWEA Summary by School / Wing.

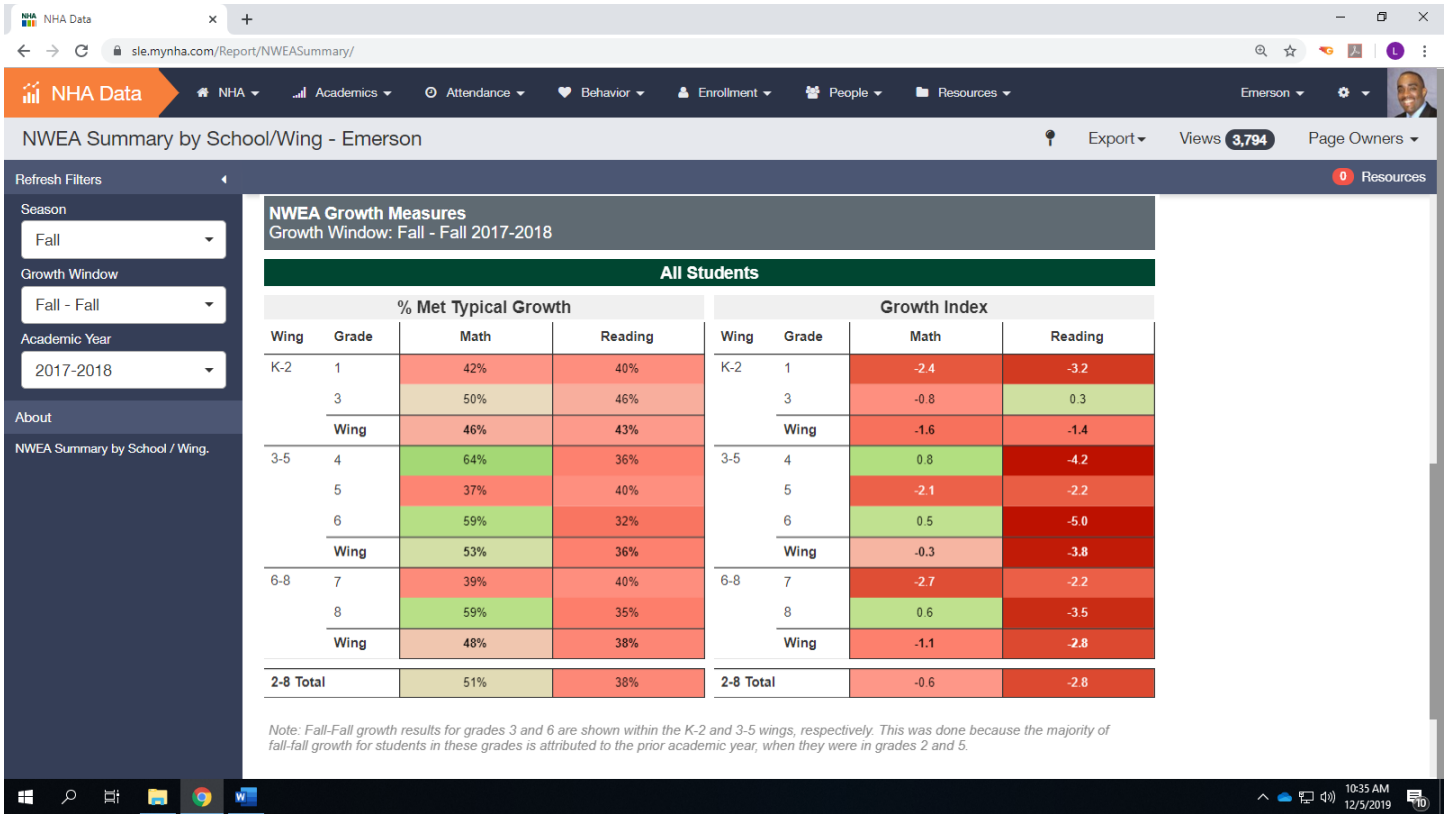
NWEA Growth Measures
 Growth Window: Fall - Fall 2016-2017

All Students

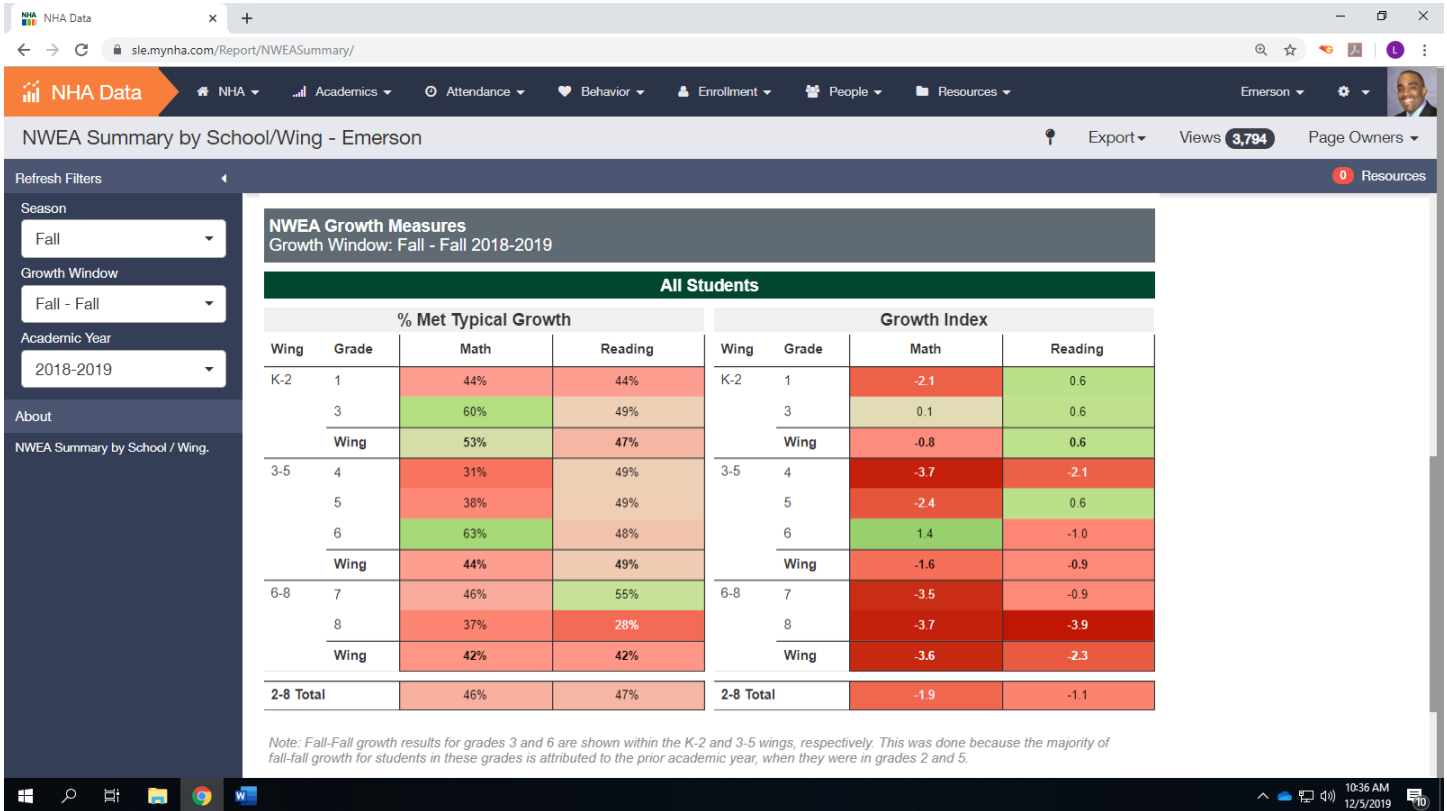
% Met Typical Growth				Growth Index				
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading	
K-2	1	36%	22%	K-2	1	-4.6	-6.5	
	3	44%	63%		K-2	3	-2.5	1.7
	Wing	40%	42%			Wing	-3.5	-2.4
3-5	4	38%	31%	3-5		4	-3.7	-5.0
	5	31%	38%		3-5	5	-4.1	-3.6
	6	29%	46%			3-5	6	-5.4
Wing	33%	38%	Wing	-4.4			-3.5	
6-8	7	34%	64%	6-8	7		-3.6	0.7
	8	50%	40%		6-8	8	-2.5	-4.3
	Wing	42%	52%			Wing	-3.0	-1.8
2-8 Total		37%	46%	2-8 Total		-3.7	-2.2	

Note: Fall-Fall growth results for grades 3 and 6 are shown within the K-2 and 3-5 wings, respectively. This was done because the majority of fall-fall growth for students in these grades is attributed to the prior academic year, when they were in grades 2 and 5.

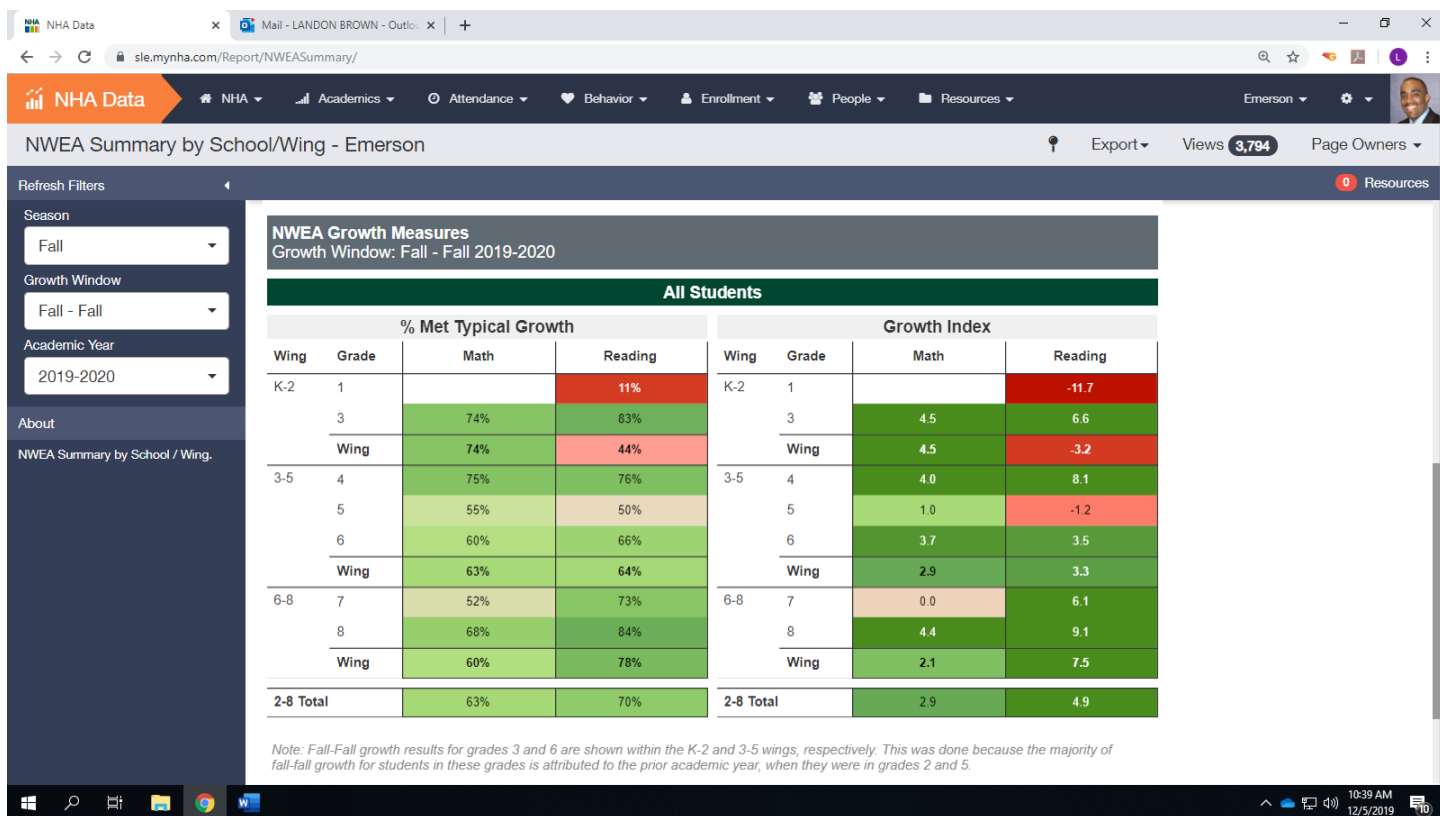
NWEA GROWTH MEASURES 2018 REPORT



NWEA GROWTH MEASURES 2019 REPORT



NWEA GROWTH MEASURES 2020 REPORT



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

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

- ✓ Chronic student absenteeism the last three school years (39.9%, 33.6%, and 35.8% respectively)
- ✓ Lack of parent engagement
- ✓ Teacher turnover rate
- ✓ Sporadic implementation of rigorous intervention program
- ✓ Minimum coaching of teachers
- ✓ Lack of Kindergarten student participation in previous quality early learning programs (pre-K, Head Start, etc.)

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

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

Emerson Academy's mission is committed to providing the best possible education to the children of Dayton by way of strong curriculum, dedicated teachers, and involved community. The academic goals of our charter are as follows:

1. Emerson Academy will earn a C or higher on the Improving At-Risk K-3 Literacy component of the 2019-2020 state report card.
2. Students in grades K-2 will take a nationally normed standardized assessment. In 2019-2020, at least 40 percent of K-2 students will meet either an end of year benchmark or growth fluency goal.

The ELA Reading Vision of National Heritage Academies:

We seek to prepare critically literate students who are lifelong learners, engaged citizens, and active members of the global community.

Our Beliefs:

1. We must teach the reader, not the text.
2. We are what we repeatedly do.
3. We must teach students to read before they can read to learn.

The District Reading Achievement Plan will be a part of the overall school improvement plan to increase student proficiency.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Goal #1

Emerson Academy will earn a C or higher on the Improving At-Risk K-3 Literacy component of the 2019-2020 state report card.

Goal #2

At least 40% of K-2 students will meet either the end of year benchmark or growth fluency goal.

Goal #3

Assist parents in becoming engaged with literacy at home.

SECTION 6: ACTION PLAN MAP(S)

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

Goal # 1 Action Map

Goal Statement: Emerson Academy will earn a C or higher on the Improving At-Risk K-3 Literacy component of the 2019-2020 state report card.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Train teachers on using Reading Mastery, an ELA instructional tool.	All teachers will implement a Balanced Literacy Block with small groups.	Utilize Academic Literacy Coach to assist with monitoring instruction and providing coaching feedback.
Timeline	July 2019 – September 2019	August 2019 – March 2020	August 2019 – March 2020
Lead Person(s)	Curriculum & Instruction Team Service Center Professional Development	Academy Deans Intervention Team	Anna Rodriguez
Resources Needed	Training Materials Assessment Data Materials to implement	Literacy Curriculum Resources	Academic Calendar and School Schedule for Observations

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation	<p>Training of new teachers during NTS in July</p> <p>Full day Regional PD on instructional framework and curriculum tools</p> <p>Data analysis and planning weekly collaborative meetings during grade-level planning</p>	<p>Lesson Prep Plans utilizing materials on Google Drive</p> <p>Explore resources and tools available for engaged instruction</p> <p>Use of “power standards” and data to intentionally plan for small groups and intervention based on skill profile</p>	<p>Coaching Form on Phases of Key Levers for Implementation to be shared with deans and teachers</p> <p>Schedule for deans to collaboratively engage in observations and coaching conversations</p>
Measure of Success	<p>Professional Development Schedule and Sign-in sheets</p> <p>Classroom Walkthrough Data</p> <p>Grade-Level TBT Minutes</p>	<p>Literacy Block Schedule</p> <p>Written communication plan</p> <p>Lesson Prep Plans with sticky notes attached with intentional specifics by classroom teachers</p>	<p>Monthly observation reports from C&I Team</p> <p>Coaching Planning Forms</p> <p>Written observations on coaching forms noting the phase level (1-4) of teachers</p>
Check-in/Review Date	September 2019	<p>Monthly</p> <p>September 2019 – March 2020</p>	<p>Monthly</p> <p>September 2019 – March 2020</p>

Goal # 2 Action Map

Goal Statement: At least 40% of K-2 students will meet either the end of year benchmark or growth fluency goal.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Progress monitor K-2 students bi-weekly.	All teachers will implement Phase 1 of the Read Aloud Coaching Progression during instructional time first month of school.	All teachers will implement Phases 2-5 of the Read Aloud Coaching Progression during instructional time all year long.
Timeline	September 2019 – March 2020	August 2019 – September 2019	August 2019 – March 2020
Lead Person(s)	<p>Instructional Coach</p> <p>Betsy Kelliher</p> <p>Title One Intervention Team</p>	<p>ELA Teachers, K-8</p> <p>Academy Deans</p> <p>Anna Rodriguez</p>	<p>ELA Teachers, K-8</p> <p>Academy Deans</p> <p>Anna Rodriguez</p>
Resources Needed	aimswebPlus Benchmarking Tools	Literacy Curriculum Resources	Literacy Curriculum Resources
Specifics of Implementation	Intervention team will (a) review sight words, (b) have students read passages in a variety of formats, and (c) teach students common-sound-spelling patterns.	<p>Part I. Lesson Preparation</p> <p>Utilize the lesson preparation structure to effectively identify end goals of the lesson, kinesthetics and cadence for teaching skills, exemplar responses, anticipated misunderstandings, and potential prompts. Teachers will also prepare the skeleton of the skill-aligned What/How/Why anchor chart</p>	Teachers will execute an oral drill, introduce or revisit the week’s comprehension skill, build background knowledge, introduce vocabulary, introduce and preview the text (when text is new), and check for understanding.

	Action Step 1	Action Step 2	Action Step 3
		<p>using the What/How/Why from the Scope & Sequence.</p> <p>Part II. Routines and Procedures</p> <p>Teach routines and procedures while executing each component of the Read Aloud Framework (Before, During, and After Reading) with appropriately prepared materials.</p> <p>Part III. Lesson Structure</p> <p>Before Reading: execute oral drill, introduce the skill via the What/How/Why, build background knowledge (introduce vocabulary), introduce the text, and check for understanding of the skill.</p> <p>During Reading: think aloud/model the skill and ask skill-aligned questions from the plan.</p> <p>After Reading: check for understanding of the skill.</p>	
Measure of Success	Student bi-weekly reports of progression through the program	<p>Lesson Plans with Preparation notes from teachers posted on universal school drive</p> <p>Anchor charts posted in classrooms</p> <p>Periodic observation notes</p>	<p>Weekly grade-level meeting notes with deans</p> <p>Periodic observation notes</p> <p>Monthly C&I visit reports</p> <p>Principal Feedback</p>
Check-in/Review Date	January 2020	<p>September 2019</p> <p>January 2020</p>	<p>Monthly</p> <p>September 2019 – March 2020</p>

Goal # 3 Action Map

Goal Statement: Assist parents in becoming engaged with literacy at home.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	All 3 rd grade parents will attend Informational Meeting regarding Third Grade Reading Guarantee (TGRG)	School Facebook Live page will present Storybook Time with Dean every Tuesday along with a “Tuesday Teaching Strategy”	Title I Parent Engagement Night will highlight Literacy through writing workshops such as the Erik Cork’s <i>Rap, Rhythm, and Rhyme</i>
Timeline	September 2019	August 2019 – March 2020	<p>January 2020</p> <p>February 2020</p>

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Dean of Intermediate Grades	Dean of Primary Grades Principal	Title I Coaches Principal Guest Speakers
Resources Needed	ODE Slideshow presentation regarding TGRG Individual Student Performance Data Folders	Facebook Live Technology Tools	Title I Funding Related Guest Speakers
Specifics of Implementation	3 rd grade parents will be invited to mandatory fall meeting regarding TGRG and strategies to be used at school for intervention. All parents will be provided academic folders with individual student performance data related to standards. Parents will receive information on how to help students (below proficient) and/or sustain and accelerate growth (proficient and above).	According to parent climate survey data, 90%+ of our families have access to Facebook page and utilize email and Facebook as school communication. Dean and principal will present reading strategies through engaging stories focusing on best practices in reading such as RACES and SWBS (summarizing strategy).	School will implement 3 parent engagement nights with a focus on literacy to increase parental involvement in school's reading achievement plan. Highlighted speakers include Erik Cork Michael Green Terry Robinson
Measure of Success	Parent sign-in sheets from meeting	Facebook Live Presentations	Parent sign-in sheets from engagement nights
Check-in/Review Date	September 2019	Weekly Facebook Live presentations on school page	January 2020 February 2020 March 2020

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

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

Progress will be monitored, shared, and discussed in TBT/BLT meetings using learning walk data, interim reports, and monthly Curriculum and Instruction coaching progression reports. During weekly grade-level meetings, deans will facilitate the 5-Step Data Analysis process and assist with the intentional planning of small groups to ensure focus on intervention to students at-risk in reading.

Emerson Academy will use aimswebPlus to progress monitor K-2 students bi-weekly. The Title I intervention team will continue to use baseline data as a diagnostic to determine on-track/not-on-track students as required for TGRG. NWEA/MAP Assessments will be given in the fall, winter, and spring as quarterly benchmarks. Interims (common assessments aligned to common core standards) will also be given quarterly in the fall, winter, and spring to gauge proficiency rate in reading. Specific students may receive intensive intervention according to need, based on data reports.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.

Listed are the strategies that will be used to support reading improvements across the board.

1. Students with RIMPS will engage in 90 minutes of small group instruction rotations and an intervention pull out based on their identified reading deficiency from school data reports.
2. Ohio Operating System – Emerson Academy will utilize best practices in its daily instruction. The Curriculum and Instruction team of National Heritage Academies has collaborated to prepare lessons highly aligned to Ohio standards to address reading performance goals for grades K-8. The reading lesson structures will be implemented daily during 90-120 minute blocks.
3. Literacy coach will schedule monthly visits to cooperatively observe reading instruction with school deans (30 minutes for each grade level). After the observation, the literacy coach will lead coaching conversations with teacher and dean during feedback meetings to address strengths and growth areas for each teacher to ensure reading instruction is ultimately improving students' reading skills.

SECTION 8 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:

- ✓ Teacher Based Team (TBT) meetings will be held monthly to monitor teacher instruction and planning by using classroom data from assessments, fluency and comprehension reports, and student data binders.
- ✓ The ELA Literacy Coach will focus on daily instruction and coaching needs of individual teachers during monthly visits and debrief with school principal. During debriefings, the leadership team will review and execute coaching progression plans based on individual teachers' needs and immediately follow up with action steps (i.e. modeling expectations of the lesson structures, videotaping best practices and sharing with team, revamping particular instructional focus needs based on student deficits, etc.).
- ✓ The Title I Intervention Team will use the 30-minute intervention block to pull out students in need of intensive support. Such groups are fluid and can change based on student performance data reviews. This pull-out session may not follow the traditional scope and sequence, but will be driven based on standards-based analysis of proficiency reports.

SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

At Emerson Academy, multiple professional developments will be implemented for teachers to ensure students are demonstrating growth with their reading comprehension and fluency. Emerson's culture of high expectations for instructional rigor and behavior requires implementation of a strong curriculum aligned to Ohio Learning Standards. Weekly team meetings and biweekly one-on-one meetings with teachers revolve around review of student data. Reviewing student data in this way helps deans identify opportunities to coach teachers on curriculum objectives, lesson planning, instructional strategies, and behavioral interventions. Emerson also uses student data to select small groups of students to provide differentiated instruction. Teachers and support staff work more closely with each student based on where they are academically and focus on specific learning objectives.

Implement additional small group instruction (3-group or 4-group) in grades K-8 with intensive intervention opportunities for bottom-quartile students

Teachers and deans will work together to review student data and set student groups. After each interim assessment, data will be analyzed to adjust small groups and modify intervention support.

During weekly observations, deans will evaluate small-group instruction. Based on these observations, deans will give teachers feedback on how to more effectively group students.

Increase professional development on differentiated instruction

Professional development on small-group instruction and differentiation will be provided by Susan Short, director of curriculum and instruction at Educational Service Center of Lake Erie West. Feedback from school staff indicated that her

sessions are valuable and give the team strategies that were easy to implement immediately. Her training will be held during school professional development time, October 2019.

School leaders will target student groupings based on type of intervention needed. Ms. Short will come back for a monitoring visit to give our school constructive feedback, which will be shared with teachers for adjustments. Data analysis during the previous school year showed that implementation of differentiated instruction needed improvement in some areas. Deans also observed opportunities to enhance this effort in lesson planning discussions, which will be a focus in 2019-20. Overall, state proficiency gains indicate small-group instruction is an effective tool, and adjustments to instruction will be needed in some grades, subjects, and subgroups. This follow-up training and feedback will take place during school instructional time, January 2020 and February 2020.

Increase professional development on working successfully with urban students to decrease achievement gap (Focus: African American students)

Principal Brown gave the Emerson staff professional development on cultural competencies in the spring of 2019. The school also conducted a book study on *We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* by Cornelius Minor. Based on state proficiency data, Emerson still has work to do to improve proficiency of African American/Black students' subgroup.

To reinforce the professional development, in the coming year, Cornelius Minor will visit the school for a discussion with staff regarding his book. This will give teachers an opportunity to discuss real-life examples that are occurring at the school and strategies that can help Emerson students. Mr. Minor is scheduled for coffee and conversation in April 2020.

Increase professional development on reading instruction

Curriculum specialists provided professional development on Reading Mastery and Corrective Reading training/workshops to all K-8 teachers. Emerson will need more time to improve reading in the lower grades. We believe we have the right tools, and, through classroom observations, our leadership team will provide individualized coaching to teachers on effective implementation for better results. ELA Literacy Coach, Anna Rodriguez, is scheduled monthly September 2019 – March 2020.

Implement mock state assessments

Mock assessments were administered at nine-week intervals. This helped students become familiar with testing and how questions are written on standardized state assessments. Teachers conducted an item analysis after each assessment to identify common mistakes and provide assistance to students on understanding questions. State assessment proficiency and growth have improved, and use of mock assessments has had a positive impact as part of the overall improvement plan. The deans will lead professional development for new teachers and a refresher for veteran teachers on determining the “power standards” September 2019 and January 2020.

APPENDICES

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

-Attached, Read Aloud Coaching Progression Framework