



March 4, 2024

Dear Superintendent Johnson:

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

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

Strengths of the Reading Achievement Plan:

- Plan is inclusive of diverse learners including students with disabilities and English Learners.
- There is a focus on explicit, systematic instruction.
- Literacy coaching is imbedded in the plan.

This plan will benefit from:

- Learner performance data including sub scores in the five components of reading (Phonemic awareness, decoding, fluency, vocabulary, comprehension).
- Including family engagement opportunities and support for literacy engagement at home.
- An exploration of Pre-K programs that Kindergarten students come from and how the school can collaborate with those programs.

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

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

Sincerely,

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

READING ACHIEVEMENT PLAN

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

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

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

DISTRICT NAME: EMERSON ACADEMY OF DAYTON

DISTRICT IRN:000577

DISTRICT ADDRESS: 501 HICKORY ST, DAYTN, OHIO, 45410

PLAN COMPLETION DATE: 12/20/2023

LEAD WRITERS: Ariane Johnson (Principal), Nathan Preston (Director of School Quality), Alec Dood (ELA Curricular Specialist), Jessica Mahler (ELA Curriculum Specialist), Betsey Kelliher (Testing Coordinator) April Campbell (Dean of Intervention)

OHIO'S LANGUAGE AND LITERACY VISION

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

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

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

CULTURALLY RESPONSIVE PRACTICE*

“Culturally Responsive Practice” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures, and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student. The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed. Please see the Department’s [Culturally Responsive Practice program page](#).

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

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

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

Name	Title/Role	Location	Email
Ariane Johnson	Principal	National Heritage Academies	60.ajohnson@nhaschools.com
Megan Kalb	Dean of Lower Elementary	National Heritage Academies	60.mkalb@nhaschools.com
Nia Hogue	Dean of Upper Elementary	National Heritage Academies	60.nhogue@nhaschools.com
Cierra Williams	Dean of Middle School	National Heritage Academies	60.cwilliams@nhaschools.com
April Campbell	Dean of Intervention	National Heritage Academies	60.acampbell@nhaschools.com
Nathan Preston	Director of School Quality	National Heritage Academies	npreston@nhaschools.com
Alec Dood	ELA Curriculum Specialist	National Heritage Academies	adood@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 as well as OLEPA and Alternative Assessment data.

The team is scheduled to meet weekly 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 bi-weekly to review classroom teachers' lesson prep plans and instructional observations within ELA Reading content.

The team communicated the Local Literacy 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 weekly using a walkthrough tool. We also perform one-on-one meetings with each teacher weekly to discuss data and the next step for instruction and improvement. Moreover, ELA Curriculum & Instruction Specialist plans monthly observations with deans to provide instructional coaching conversations. This will assist with the school's focus on increasing reading comprehension and skills by the end of the school year. The director of school quality provides instructional coaching and professional development at least twice per month for all administration to assist with the growth and development of the entire teaching staff.

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

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

Emerson Academy's mission is committed to providing Dayton families with the best possible education for their children by way of a strong curriculum, dedicated teachers, and an 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.

To address our local equity access plan our one needs assessment identified methods we use to stabilize the instructional staff members. Emerson has increased professional development opportunities offering at minimum one professional development per month around effective instructional practices in ELA, Math, Sci/Soc. Emerson has prioritized maintaining consistent leadership and ongoing monthly curriculum and instruction support in ELA, Math, Science and Social Studies. NHA also offers Oracle Learn to every employee. Employees are encouraged to use Oracle Learn as a resource and part of a comprehensive professional learning plan.

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.
4. We must inspire a love of reading in all students.

Emerson Academy’s plan correlates to the EMO’s vision of improved literacy at all grade levels. The goals of the Local Literacy 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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

- ***The Kindergarten Readiness Assessment,***
- ***Ohio’s State Test for English language arts assessment for grades 3-8,***
- ***K-3 Reading diagnostics (include sub scores by grade level),***
- ***The Ohio English Language Proficiency Assessment (OELPA)***
- ***The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable.***
- ***Infant Risk Factors;***
- ***Ohio’s Early Learning Assessment (or other preschool-level assessment used by the program);***
- ***Kindergarten Readiness Assessment;***
- ***Ohio’s State Tests in English language arts (grades 3-8);***
- ***Ohio’s State Tests in other content areas (grades 3-8);***
- ***Reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee);***
- ***High School end-of-course tests;***
- ***Ohio English Language Proficiency Assessment (English Learners);***
- ***Ohio’s Alternate Assessment for Students with Significant Cognitive Disabilities; and***
- ***Any other assessments, as applicable (curriculum-based measures).***

Reading Spring State Test Yearly Proficiency

GRADE	MAY 2021	MAY 2022	MAY 2023
3	24%	34%	30%
4	31%	45%	33%
5	48%	47%	48%
6	36%	38%	27%
7	35%	43%	51%

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

8	24%	47%	41%
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School Interim Report (Common Assessments)

Students Scoring Proficient (Score of 3.0 or Above)

GRADE	2022 SY Interim 1	2022 SY Interim 2	2022 SY Interim 3	2023 SY Interim 1	2023 SY Interim 2	2023 SY Interim 3
3	16%	26%	9%	11%		
4	14%	37%	63%	10%		
5	5%	43%	31%	10%		
6	18%	49%	33%	15%		
7	29%	40%	36%	12%		
8	20%	27%	44%	20%		

*optional assessment in spring

Interim test is an online common assessment administered to all students grades 3-8 in the subject areas of ELA, Math, and Science to measure achievement. ELA and Math are administered three times per year while Science is administered twice per year. Interim assessments have been developed by our Curriculum and Instruction team at NHA and aligned to Ohio state standards. The interim assessment mocks the Ohio State Achievement test in multiple ways including: style, rigor, questioning, and scoring. Many questions on the interim are released state test questions from Ohio DEW. For ELA, students are tested 3 times per year covering skills and standards that were taught within the previous 9 weeks. The data from interim assessments helps schools identify areas of proficiency and areas in the content that identify significant gaps in learning, according to grade level and content standards. We use this data to plan intervention lessons, small group learning per skill, and identify which particular students need reteaching for identified skills.

Kindergarten Readiness Assessment

Skill Proficiency	2021 SY	2022 SY	2023 SY
Demonstrating Readiness	20	30	18
Approaching Readiness	27	11	26
Emerging Readiness	21	32	39
On Track**	49	68	75
Not on track**	21	8	4

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

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

K-3 On-Track/Off-Track By Grade

Emerson On-track & Off-track						Status
Status	K	1	2	3	K-3	On-Track
On-Track	78	31	53	43	205	On-Track
Off-Track	5	47	22	29	103	Off-Track

3rd Grade Reading Improvement Plan (RIMP)

Emerson Academy			
State Proficiency	2021 SY	2022 SY	2023 SY
On Track	28	57	43
Not on Track	53	29	30

2022-2023 Data

Emerson <i>MEASURE WILL BE EXCLUDED FROM EARLY LITERACY</i>				
Improvement Group	Student Subset	Previously Off track (# Students)	Improved to On track (# Students)	Improvement Percent
K-2	K à 1st	10	3	30%
	1st à 2nd	23	16	70%
	2nd à 3rd	20	7	35%
	K-2 Overall	53	26	49%
3rd Grade	3rd Grade	24		
Overall				
<p><i>Note: <10% of current Kindergarten students tested off-track. Therefore, the Improving K-3 Literacy measure will be excluded from Emerson's Early Literacy score.</i></p>				

3rd grade promotion rate to 4th grade was 87% during the 2022-2023 school year we are striving for 100% promotion in 3rd grade to 4th grade for the 2023-2024 school year.

If after NWEA diagnostic testing, a student is deemed “not on-track”, using levels set by Ohio’s Learning Standards for the end of the previous grade. The students’ parents are notified, in writing, as soon as possible by a member of the intervention team or school administration. The school provides a description of current services that the student is receiving, as well as proposed supplemental instructional services. We also provide notice that unless the student reaches the appropriate level of reading competency by the end of grade 3, the student will be retained, unless he or she is exempt.

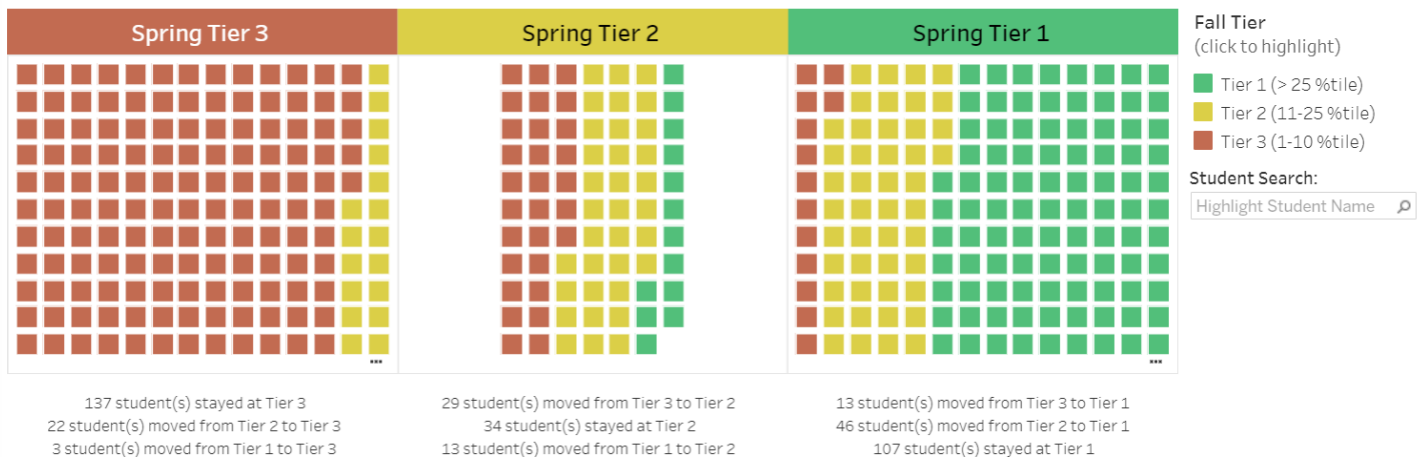
aimswebPlus Benchmarking

Students	2022-23 % Meeting Expected Growth Goal
All K-2	60%

2022-2023

Fall-Spring Student Tier Movement

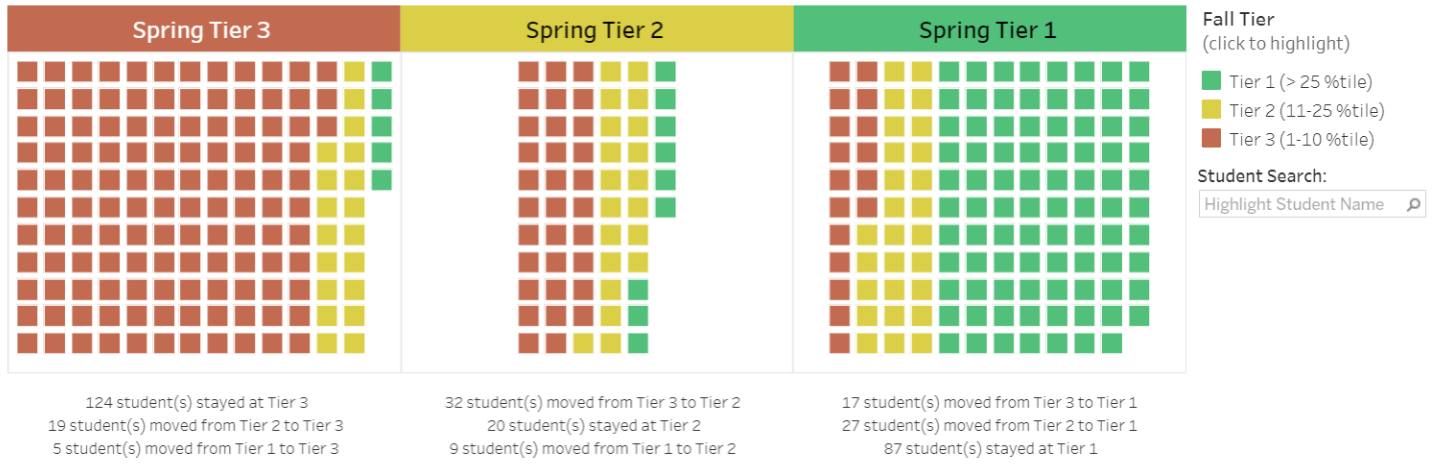
Emerson



2021-2022

Fall-Spring Student Tier Movement

Emerson



NWEA GROWTH MEASURES 2020 REPORT

NWEA Summary by School/Wing - Emerson

Refresh Filters

Season
 Fall

Growth Window
 Fall - Fall

Academic Year
 2020-2021

About

NWEA Summary by School / Wing.

NWEA Growth Measures
 Growth Window: Fall - Fall 2020-2021

All Students							
% Met Typical Growth				Growth Index			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1		20%	K-2	1		-9.3
	3	60%	40%		3	0.4	-2.9
	Wing	60%	23%		Wing	0.4	-8.1
3-5	4	23%	47%	3-5	4	-7.9	-0.6
	5	31%	33%		5	-6.5	-5.8
	6	45%	55%		6	-1.5	0.9
Wing	Wing	33%	45%	Wing	Wing	-5.2	-1.8
6-8	7	36%	37%	6-8	7	-4.2	-3.1
	8	61%	53%		8	3.1	-1.5
	Wing	Wing	48%		44%	Wing	-0.8
2-8 Total		39%	45%	2-8 Total		-3.4	-2.1

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.

Report generated on 10/24/2022.

NWEA GROWTH MEASURES 2021 REPORT

NHA Data
NHA
Academics
Attendance
Behavior
Enrollment
People
Resources
All Pages

NWEA Summary by School/Wing - Emerson

Refresh Filters
←

Season
Fall

Growth Window
Fall - Fall

Academic Year
2021-2022

About

NWEA Summary by School / Wing.

NWEA Growth Measures
 Growth Window: Fall - Fall 2021-2022

All Students

% Met Typical Growth				Growth Index			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1		4%	K-2	1		-16.2
	3	0%	0%		3	-8.5	-4.5
	Wing	0%	3%		Wing	-8.5	-15.8
3-5	4	46%	48%	3-5	4	-2.2	-1.9
	5	26%	45%		5	-6.4	-6.8
	6	52%	42%		6	-0.4	-1.1
Wing	42%	45%	Wing	-2.8	-3.1		
6-8	7	53%	60%	6-8	7	-2.6	0.9
	8	44%	52%		8	-2.0	-2.5
	Wing	49%	56%		Wing	-2.3	-0.9
2-8 Total		44%	49%	2-8 Total		-2.7	-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.

Report generated on 10/24/2022.

NWEA GROWTH MEASURES 2022 REPORT

NWEA Summary by School/Wing - Emerson

Refresh Filters

Season
Fall ▾

Growth Window
Fall - Fall ▾

Academic Year
2022-2023 ▾

About

NWEA Summary by School / Wing.

NWEA Growth Measures
 Growth Window: Fall - Fall 2022-2023

All Students

% Met Typical Growth				Growth Index			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	30%	37%	K-2	1	-3.5	-3.3
	3	50%	33%		3	-1.3	-3.2
	Wing	34%	36%		Wing	-3.0	-3.3
3-5	4	61%	40%	3-5	4	0.3	-3.4
	5	57%	51%		5	0.6	-0.6
	6	81%	61%		6	6.4	1.0
	Wing	66%	50%		Wing	2.4	-1.1
6-8	7	71%	63%	6-8	7	3.3	2.1
	8	62%	49%		8	2.4	-1.6
	Wing	66%	57%		Wing	2.9	0.4
2-8 Total		65%	52%	2-8 Total		2.4	-0.6

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.

Report generated on 10/24/2022.

NWEA GROWTH MEASURES 2023

NWEA Growth Measures							
Growth Window: Fall - Fall 2023-2024							
All Students							
% Met Typical Growth				Growth Index			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	11%	11%	K-2	1	-13.8	-11.2
	3	43%	36%		3	-1.4	-3.5
	Wing	15%	16%		Wing	-12.4	-9.9
3-5	4	74%	62%	3-5	4	3.2	2.3
	5	57%	59%		5	1.4	0.9
	6	44%	46%		6	-0.1	-2.5
	Wing	58%	56%		Wing	1.5	0.3
6-8	7	56%	38%	6-8	7	-0.6	-2.1
	8	52%	47%		8	-0.3	-0.6
	Wing	54%	44%		Wing	-0.4	-1.2
2-8 Total		56%	50%	2-8 Total		0.7	-0.4

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.

Summary of 3-year NWEA Trend Fall-to-Fall

NWEA ELA has shown some positive growth trends within the last 3 years. The percentage of students meeting typical growth Fall to Fall in 2023-24 was 50%, 2022-23 was 52%, and 2021-22 was 49%. Our most struggling grade level noted is grade 1 year over year. Emerson suffered from teacher turnover, increase of alternatively certified staff members, and administration turnover at this grade level. There is also a significant number of students entering kindergarten with lower academic skills levels due to lack of preschool. Our overall growth index, which measures how many RIT points a student grew, above or below their growth projection, has improved overall (1-8) since the 2021-22 school year. However, YOY (2022 to 2023 school year) the overall growth index has decreased by 0.4 percentage points. The most significant drop occurred in grade 1, which is our most struggling group of students.

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

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

- Learning Loss due to hybrid or virtual instruction during Covid Pandemic
- Chronic student absenteeism the last three school years (include percentages)
- 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 3 PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement. (not needed)

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

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

Goal #1

Emerson Academy will improve student performance by at least 3 percentage points or higher on the Early Literacy component of the 2023-2024 state report card.

Goal #2

Students in grades K-2 will take a nationally normed standardized assessment. In 2023-2024, an increase of at least two percent of K-2 students will meet either an end of year benchmark or growth fluency goal.

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

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

Goal # _1_ Action Map

Goal Statement: Emerson Academy will improve student performance by at least 3 percentage points or higher on the Early Literacy component of the 2023-2024 state report card.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Ensure all teachers are trained in the following Phonological Awareness and Phonics instructional resources: <ul style="list-style-type: none"> • Reading Mastery • Heggerty Phonemic Awareness • 95% Group Sound/Spelling Card implementation 	All teachers will implement all Phonological and Phonemic Awareness instructional resources with fidelity	Utilize Academic Literacy Coaches to assist with monitoring instruction and providing coaching feedback.
Timeline	August 2023	August- May of each school year.	August- May of each school year.

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

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Curriculum & Instruction Team NHA Service Center Professional Development	Academy Deans Classroom Intervention Teachers	Alec Dood Jessica Mahler
Resources Needed	Training Materials Assessment Data Curricular materials to implement	Literacy Curriculum Resources	Academic Calendar and School Schedule for Observations
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)			
Measure of Success	Professional Development Schedule and Sign-in sheets Classroom Walkthrough Data Grade-Level TBT Minutes	Literacy Block Schedule Written communication plan Lesson Prep Plans with sticky notes attached with intentional specifics by classroom teachers	Monthly observation reports from C&I Team Coaching Planning Forms Written observations on coaching forms

	Action Step 1	Action Step 2	Action Step 3
Description of Funding			
Check-in/Review Date	September	Monthly	Monthly

Goal # 2 Action Map

Goal Statement: In 2023-2024, at least 40 percent of K-2 students will meet either an 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.	Literacy Coaches and academy deans will coach teachers around fluency data analysis and response	Bi-weekly or monthly fluency data analysis and response TBT meetings
Timeline	All school year	November 2023	November 23-May 24
Lead Person(s)	Title One Intervention Team	ELA Teachers, K-8 Academy Deans Alec Dood Jessica Mahler	ELA Teachers, K-8 Academy Deans
Resources Needed	aimswebPlus Benchmarking Tools	aimswebPlus reports data analysis process	aimswebPlus reports data analysis process
Specifics of Implementation	The intervention team will (a) review high-frequency words, (b) teach students common-sound-spelling patterns.	Literacy Coaches will provide professional development and coaching around fluency data response and analysis.	Academy deans will hold bi-weekly or monthly data analysis and response TBT meetings
Measure of Success	Student bi-weekly reports of progression through the program	Professional Development Schedule and Sign-in sheets	Monthly C&I visit reports Grade-Level TBT Minutes

Description of Funding			
Check-in/Review Date	Bi-weekly	November-January	Monthly

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

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

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 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

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

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

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

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

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

1. Ohio Operating System –Emerson Academy will utilize best practices aligned to the Science of Reading 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 105–165-minute blocks.

a. Students with RIMPS in grades K-2 will engage in 165 minutes of daily ELA instruction which includes small group rotations and an intervention pull out based on their identified reading deficiency from school data reports. There is a heavy emphasis on Foundational Skill Instruction that is outlined below:

i. Systematic and Explicit Phonological Awareness Instruction

ii. Systematic and Explicit Phonics Instruction taught in small groups

1. Instruction in Phoneme/Grapheme Correspondence

2. Decoding practice at the grapheme, word, sentence, and story level

3. Encoding practice

iii. Small Group data response time

1. Targeted based on assessment data

b. Students with RIMPS in grade 3 will receive 105 minutes of daily ELA instruction and an additional 45 minutes of intervention pull out based on their identified reading deficiency from school data reports.

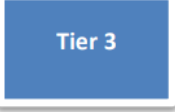
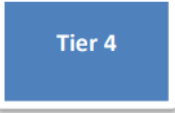
2. Literacy coach will schedule monthly visits to cooperatively observe reading instruction with school deans (30 minutes for each grade level). After the observation, the literacy coach will lead coaching conversations with teacher and dean during feedback meetings to address strengths and growth areas for each teacher to ensure reading instruction is ultimately improving students' reading skills.

All of the interventions described above fall into the Tier 1 category. Heggerty, McGraw-Hill Reading Mastery and Corrective Reading, and Lexia Core 5 are all evidence-based resources that are aligned to the Science of Reading and proven to close gaps.

Reading Mastery and Corrective Reading are designed to grow students more than 1 year in a single school year through direct, explicit, and systematic instruction. This will support students with learning gaps due to Covid as well as kindergarteners coming in with limited pre-school experience.

All our resources and instructional frameworks are designed to support all learners, including students with an IEP or English Language Learners as they are direct, explicit, systematic, and use multi-sensory strategies. All instruction includes opportunities for data-response and additional interventions as needed.

	ESSA Definition	What does it mean?
Tier 1	Strong evidence from at least one well-designed and well-implemented experimental study	<p>Using experimental studies (e.g., Random Control Trials), researchers have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates).</p> <p>The research studies use large, multi-site samples.</p> <p>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</p>
Tier 2	Moderate evidence from at least one well-designed and well-implemented quasi-experimental study	<p>Using quasi-experimental studies (e.g., Regression Discontinuity Design), researchers have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates).</p> <p>The research studies use large, multi-site samples.</p> <p>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</p>

	ESSA Definition	What does it mean?
	Promising evidence from at least one well-designed and well-implemented correlational study	<p>Using correlational studies, researchers have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates).</p> <p>The studies do not have to be based on large, multi-site samples.</p> <p>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</p>
	Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes	<p>Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3.</p> <p>However, there is good reason to believe – based on existing research and data – that the intervention could improve a relevant student outcome.</p> <p>Before using a Tier 4 activity or intervention, districts/programs should:</p> <ul style="list-style-type: none"> • Explore Existing Research: Why do we believe this intervention will meet our needs? • Develop a Logic Model: How will the intervention improve student outcomes? • Plan to Evaluate: How will we know that the intervention is improving student outcomes?

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

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. *Be effective;*
 2. *Show progress; and*
 3. *Improve upon strategies utilized during the two prior consecutive school years.*
- 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 Instructional Coach will focus on daily instruction and coaching needs of individual teachers during visits and debrief with school leaders. 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 45-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 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

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

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

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

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At Emerson Academy, multiple professional developments will be implemented for teachers to ensure students are demonstrating growth with their reading comprehension and fluency. Emerson Academy'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 Academy 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.

Increase professional development on reading instruction

Curriculum specialists provided professional development on Science of Reading training/workshops to all K-8 teachers. Emerson Academy 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 Instructional Coach, Alec Dood, is scheduled monthly September 2023 – March 2024.

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 with trained administration staff 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 National Heritage Academies Curriculum and Instruction team as well as Educational Service Center of Lake Erie West. Feedback from school staff indicated sessions are valuable and give the team strategies that were easy to implement immediately. School leaders will target student groupings based on the type of intervention needed.

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 2023-2024. 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.

Implement mock state assessments

Mock assessments were administered at nine-week intervals as interims. 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 periodically lead professional development for new teachers and a refresher for veteran teachers on determining the focused CCSS for the 2023-2024 school year.

APPENDICES

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