

Print Your Plan



Print Time: 4/15/2026 3:42:14 PM
Print by: White, Jennifer M
Email: (not available)

Basic Information

Plan Entity Name: FY 2025 Alliance Academy of Cincinnati One Plan (0)

Plan Fiscal Year: FY 2025

Cohort #: 1

District IRN: 000139

Plan Status: Plan Agency Approved

Revision #: 0

Primary Contact: undefined (OEDS_Principal)

Primary Contact Email: 51.jwhite@nhaschools.com

Primary Contact Phone: (513) 751-5555

Address: null null null null null

Plan Information

1. Goal #1 of 3
- 1.1. Root Cause Analysis

Increasing parent involvement will increase parent satisfaction and loyalty to the school. It will allow parents to be educated in the importance of school and how to help their student at home. In turn, this will increase enrollment and lessen chronic absenteeism over time.
- 1.2. SMART Goal Statement

By **06/04/2027** we will improve the performance of **All Students, All Grades** students at/in **Alliance Academy of Cincinnati** to **increase 10.00 %** in **Attendance** using **Average Daily Attendance Rate** .
- 1.3. Student Measures

1.3.1. Student Measure #1

All Students will be monitored for **Attendance - Average Daily Rate** every **Month** by **Principal** with an overall improvement of **increase 10.00 %** by end of the plan.

07/31/2024	08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024
01/31/2025	02/28/2025	03/31/2025	04/30/2025	05/31/2025	06/30/2025

07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026
07/31/2026	08/31/2026	09/30/2026	10/31/2026	11/30/2026	12/31/2026
01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027

1.4. Strategies and Actions

1.4.1. Strategy #1: Community, Family Engagement

1.4.1.1. Strategy Level: Level 1

1.4.1.2. Description:

This program uses a nudge postcard to reduce student absenteeism by increasing parents or guardians awareness of non-attendance. The postcard is designed to motivate them to encourage their children to improve attendance and academic performance. The program is rated Promising. There was a statistically significant decrease in posttreatment absenteeism for the intervention group, compared with the control group.

1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2025, End Action Step: 06/06/2025

Reoccurring Parent orientations to share the importance of attendance.

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff

1.4.1.4.2. Start Action Step: 2025, End Action Step: 06/04/2027

Weekly communication to families regarding their current absences.

Participant(s):

- Teachers
- Principals
- School Social Worker

1.4.1.4.3. Start Action Step: 2026, End Action Step: 06/04/2027

Use short- and long-term attendance data to identify root causes of absences during monthly Academy meetings.

Participant(s):

- Teachers
- Staff
- Principals

1.4.1.4.4. Start Action Step: 2026, End Action Step: 06/04/2027

Identify and collaborate with strategic community partners to strengthen efforts to support attendance and exposure to and engagement in learning.

Participant(s):

- Support Staff

1.4.1.4.5. Start Action Step: 2027, End Action Step: 06/04/2027

Incentives (weekly, monthly, quarterly) to promote a higher average daily attendance. Incentives will be given for improving attendance as well.

Participant(s):

- Teachers
- Staff
- Principals
- Social Worker

1.5. Adult Measures

1.5.1. Adult Measure #1

- Community, Family Engagement

Every **Quarter, Parent Information Nights - Participation** of **All Staff** will be monitored by **Principal**, with an overall improvement of **increase 10.00 %** by the end of the plan.

11/01/2024	01/01/2025	04/01/2025	06/01/2025	11/01/2025	01/01/2026
04/01/2026	06/01/2026	11/01/2026	01/01/2027	04/01/2027	06/01/2027

1.5.1. Adult Measure #2

- Community, Family Engagement

Every **Month, Attendance - Average Daily Rate** of **All Staff** will be monitored by **Principal**, with an overall improvement of **increase 10.00 %** by the end of the plan.

07/31/2024	08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024
01/31/2025	02/28/2025	03/31/2025	04/30/2025	05/31/2025	06/30/2025
07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025

01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026
07/31/2026	08/31/2026	09/30/2026	10/31/2026	11/30/2026	12/31/2026
01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027

1.6. Funding Sources

1.6.1. FY 2025

Reoccurring Parent orientations to share the importance of attendance.

General Fund

1.6.1. FY 2025,2026,2027

Weekly communication to families regarding their current absences.

General Fund

1.6.1. FY 2026,2027

Use short- and long-term attendance data to identify root causes of absences during monthly Academy meetings.

General Fund

1.6.1. FY 2026,2027

Identify and collaborate with strategic community partners to strengthen efforts to support attendance and exposure to and engagement in learning.

General Fund

1.6.1. FY 2027

Incentives (weekly, monthly, quarterly) to promote a higher average daily attendance. Incentives will be given for improving attendance as well.

General Fund

2. Goal #2 of 3

2.1. Root Cause Analysis

Addressing the gaps in student learning in math strategies. Teachers need to receive additional PD and development in the appropriate background knowledge and math strategies that support their grade level. Additional intervention time will be spent on math using the program's intervention tool. This can help close the gap as well.

2.2. SMART Goal Statement

Using **State Report Card - Performance Index, All Students** students in **Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade** attending **Alliance Academy of Cincinnati** will **increase 30.00 % in Math** by **06/30/2027**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Quarter, Math - Interim Assessments** of **All Students** will be monitored by **Principal, Classroom Teacher/s**, with an annual improvement of **increase 10.00 %** resulting in an overall improvement of **increase 30.00 %** by the end of the plan.

11/01/2024	01/01/2025	04/01/2025	06/01/2025	11/01/2025	01/01/2026
04/01/2026	06/01/2026	11/01/2026	01/01/2027	04/01/2027	06/01/2027

2.3.1. Student Measure #2

Every **Month, Math - District Formative Assessments** of **All Students** will be monitored by **Classroom Teacher/s**, with an annual improvement of **increase 10.00 %** resulting in an overall improvement of **increase 30.00 %** by the end of the plan.

07/31/2024	08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024
01/31/2025	02/28/2025	03/31/2025	04/30/2025	05/31/2025	06/30/2025
07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026
07/31/2026	08/31/2026	09/30/2026	10/31/2026	11/30/2026	12/31/2026
01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027

2.4. Strategies and Actions

2.4.1. Strategy #1: Curriculum, Instruction and Assessment

2.4.1.1. Strategy Level: Level 3

2.4.1.2. Description:

The Alabama Math, Science, and Technology Initiative (AMSTI) is primarily a professional development strategy for elementary and middle school teachers and principals, who attend a 2-week training session in the summer, followed by on-site coaching during the school year. The focus of professional development is on hands-on, inquiry-based instruction in math and science. In addition to professional development, teachers are provided with all necessary materials, including teacher and student guides, student assessments, software, manipulatives, and hands-on activities, all organized in "kits" that are rotated among schools.

2.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

2.4.1.4. Action Steps

2.4.1.4.1. Start Action Step: 2025, End Action Step: 06/04/2027

Quality professional development for math instruction.

Participant(s):

- Math Coaches from NHA

2.4.1.4.2. Start Action Step: 2026, End Action Step: 06/04/2027

Develop or provide resources to facilitate root cause determination or concerns with instruction or achievement.

Participant(s):

- Teachers
- Principals
- Building Leadership

2.4.1.4.3. Start Action Step: 2027, End Action Step: 06/04/2027

Provide professional development and instructional coaching for teachers on Math standards and effective Math instruction, specifically classroom discourse, explicit vocabulary instruction, and productive struggle.

Participant(s):

- Teachers
- Staff
- Principals

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Month, Math - Classroom Observations and O3 Feedback of All Staff** will be monitored by **Principal, Deans**, with an overall improvement of **increase 100.00 % of teachers teaching appropriate strategies to students** by the end of the plan.

07/31/2024	08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024
01/31/2025	02/28/2025	03/31/2025	04/30/2025	05/31/2025	06/30/2025
07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026
07/31/2026	08/31/2026	09/30/2026	10/31/2026	11/30/2026	12/31/2026
01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027

2.6. Funding Sources

2.6.1. FY 2025,2026,2027

Quality professional development for math instruction.

Title II-A Supporting Effective Instruction

2.6.1. FY 2026,2027

Develop or provide resources to facilitate root cause determination or concerns with instruction or achievement.

General Fund

2.6.1. FY 2027

Provide professional development and instructional coaching for teachers on Math standards and effective Math instruction, specifically classroom discourse, explicit vocabulary instruction, and productive struggle.

General Fund

3. Goal #3 of 3

3.1. Root Cause Analysis

The achievement gap needs to close to ensure special education students are also achieving and growing not only on their special education goal, but it must correlate to growth within the classroom, common and state assessments in ELA and Math as their peers.

3.2. SMART Goal Statement

By **06/30/2027** we will improve the performance of **Students with Disabilities, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade** students at/in **Alliance Academy of Cincinnati** to **increase 40.00 %** in **ELA and Math** using **State Report Card - Performance Index**.

3.3. Student Measures

3.3.1. Student Measure #1

Every **Month, ELA and Math - District Formative Assessments** of **Students with Disabilities** will be monitored by **Intervention Specialists**, with an annual improvement of **increase 15.00 %** resulting in an overall improvement of **increase 40.00 %** by the end of the plan.

07/31/2024	08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024
01/31/2025	02/28/2025	03/31/2025	04/30/2025	05/31/2025	06/30/2025
07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026
07/31/2026	08/31/2026	09/30/2026	10/31/2026	11/30/2026	12/31/2026
01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027

3.4. Strategies and Actions

3.4.1. Strategy #1: Curriculum, Instruction and Assessment

3.4.1.1. Strategy Level: Level 1

3.4.1.2. Description:

Intervention Specialists and Classroom Teachers will be trained in co-teaching to help facilitate learning in the classroom. Co-Teaching is defined as two teachers (teacher candidate and cooperating teacher) working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. (Bacharach, Heck & Dank, 2004).

3.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

3.4.1.4. Action Steps

3.4.1.4.1. Start Action Step: 2025, End Action Step: 06/04/2027

Staff will attend weekly meeting to review and evaluate test results and student progress.

Participant(s):

- Teachers
- Principals
- Building Leadership

3.4.1.4.2. Start Action Step: 2026, End Action Step: 06/04/2027

Assign all teaching staff, including teachers of elective, foreign languages, specials, students with complex needs, etc. to TBTs to support and share effective inclusive instructional practices.

Participant(s):

- Teacher-Based Teams

3.4.1.4.3. Start Action Step: 2027, End Action Step: 06/04/2027

100% of the teachers will participate in collaborative planning meetings at least once a month to analyze student data and progress, identify areas of need for students, and determine appropriate steps to address academic deficits.

Participant(s):

- Teachers
- Principals

3.5. Adult Measures

3.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Quarter, ELA and Math - Interim Assessments** of **Intervention Teachers and Math Teachers** will be monitored by **Principal**, with an annual improvement of **increase 15.00 %** resulting in an overall improvement of **increase 40.00 %** by the end of the plan.

11/01/2024	01/01/2025	04/01/2025	06/01/2025	11/01/2025	01/01/2026
04/01/2026	06/01/2026	11/01/2026	01/01/2027	04/01/2027	06/01/2027

3.6. Funding Sources

3.6.1. FY 2025,2026,2027

Staff will attend weekly meeting to review and evaluate test results and student progress.

General Fund

3.6.1. FY 2026,2027

Assign all teaching staff, including teachers of elective, foreign languages, specials, students with complex needs, etc. to TBTs to support and share effective inclusive instructional practices.

General Fund

ARP IDEA Part B Special Education

3.6.1. FY 2027

100% of the teachers will participate in collaborative planning meetings at least once a month to analyze student data and progress, identify areas of need for students, and determine appropriate steps to address academic deficits.

General Fund