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Print by: Hogue, Nia Ashlynn

Email: 60.nhogue@nhaschools.com

Basic Information

Plan Entity Name: FY 2027 Emerson Academy One Plan

Plan Fiscal Year: FY 2027

Cohort #: 3

District IRN: 000577

Plan Status: Plan Submitted for Agency Review

Revision #:

Primary Contact: Nia Hogue

Primary Contact Email: 60.nhogue@nhaschools.com

Primary Contact Phone: (937) 223-2889

Plan Information

1. Goal #1 of 3

1. Root Cause Analysis

Family participation has increased this school year, I believe the root cause is because we have worked hard to be inclusive, provide many opportunities to connect, give information, connect on attendance barriers etc.

2. SMART Goal Statement

By **05/31/2027** we will improve the performance of **All Students, Elementary, Middle School** students at/in **Emerson Academy** to **increase 10.00 %** in **Family participation** using **Attendance**.

3. Student Measures

1. Student Measure #1

Every **Semester, Attendance - Attendance** of **All Students** will be monitored by **Staff, Principal**, with an annual improvement **increase of 10.00 %** resulting in an overall improvement **increase of 20.00 %** by the end of the plan.

01/01/202706/01/202701/01/202806/01/202801/01/202906/01/2029
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4. Strategies and Actions

1. Strategy #1: Community, Family Engagement

1. Strategy Level: Level 1

2. Description:

A family-centered intervention that is delivered as an enhancement to pre-kindergarten programs serving children living in low-income neighborhoods. It helps the important adults in young children's lives - parents and teachers - build a strong early foundation that gives children living under stressful conditions the greatest opportunity for healthy development.

3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.

4. Action Steps

1. Start Action Step: 2027, End Action Step: 05/31/2027

In our first year we will build and sustain a fully operating Parent Association.

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership

2. Start Action Step: 2028, End Action Step: 05/31/2028

In our second year, we will have 50%

Participant(s):

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

3. Start Action Step: 2029, End Action Step: 05/31/2029

Our family satisfaction survey will be up to 80% satisfied

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership

5. Adult Measures

1. Adult Measure #1

- Community, Family Engagement

Every **Month, Attendance - Participation** of **All Staff** will be monitored by **Staff, Principal**, with an overall improvement **increase of 50.00 %** by the end of the plan.

07/31/202608/31/202609/30/202610/31/202611/30/202612/31/202601/31/202702/28
/202703/31/202704/30/202705/31/202706/30/202707/31/202708/31/202709/30/2027
10/31/202711/30/202712/31/202701/31/202802/29/202803/31/202804/30/202805/31
/202806/30/202807/31/202808/31/202809/30/202810/31/202811/30/202812/31/2028
01/31/202902/28/202903/31/202904/30/202905/31/202906/29/2029

6. Funding Sources

1. FY 2027

In our first year we will build and sustain a fully operating Parent Association.

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective
Instruction Title IV-A Student Support and Academic Enrichment IDEA-B Special
Education

2. FY 2028

In our second year, we will have 50%

General Fund IDEA-B Special Education Title I-A Improving Basic Programs Title II-A
Supporting Effective Instruction Title IV-A Student Support and Academic
Enrichment

3. FY 2029

Our family satisfaction survey will be up to 80% satisfied

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective
Instruction Title IV-A Student Support and Academic Enrichment IDEA-B Special
Education

2. Goal #2 of 3

1. Root Cause Analysis

Based on the overall data analysis and the responses across literacy instruction, intervention systems, and progress monitoring, the primary root cause of low student achievement in literacy—particularly in K–3—is inconsistent implementation of high-quality, evidence-based instructional practices across classrooms. While the district has strong systems in place, including PLTs, instructional coaching, structured literacy materials, intervention programs (Reading Mastery and Corrective Reading), and multiple data sources (NWEA MAP, AIMSWEB, and weekly foundational skills assessments), the effectiveness of these systems is limited by variability in adult instructional practice. Specifically, there are inconsistencies in the fidelity of explicit and systematic phonics instruction, uneven use of small group differentiation, and inconsistent real-time use of data to adjust instruction. As a result, instructional responses are not always timely or sufficiently targeted to student needs. Strengthening consistent Tier 1 instruction, improving instructional fidelity across all classrooms, and deepening the routine use of data to drive instruction are the key adult-focused changes needed to improve literacy outcomes.

2. SMART Goal Statement

By **05/31/2029** we will improve the performance of **All Students, Kindergarten, First Grade, Second Grade, Third Grade** students at/in **Emerson Academy** to **increase 15.00 %** in **Reading/Literacy** using **State Report Card**.

3. Student Measures

1. Student Measure #1

Every **Month, Reading/Literacy - District Short Cycle Assessments** of **All Students** will be monitored by **Principal**, with an overall improvement of **increase 100.00 %** by the end of the plan.

07/31/202608/31/202609/30/202610/31/202611/30/202612/31/202601/31/202702/28
/202703/31/202704/30/202705/31/202706/30/202707/31/202708/31/202709/30/2027
10/31/202711/30/202712/31/202701/31/202802/29/202803/31/202804/30/202805/31
/202806/30/202807/31/202808/31/202809/30/202810/31/202811/30/202812/31/2028
01/31/202902/28/202903/31/202904/30/202905/31/202906/29/2029

4. Strategies and Actions

1. Strategy #1: Curriculum, Instruction and Assessment

1. Strategy Level: Level 1

2. Description:

Lexia Learning Systems, LLC- Lexia Core 5 Reading ; Copyright 2023

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.

4. Action Steps

1. Start Action Step: 2027, End Action Step: 05/31/2027

All teachers will be fully trained on the phonics curriculum and will know how to interpret and respond to data to close gaps.

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership

2. Start Action Step: 2028, End Action Step: 05/31/2028

Students off track year to year will decrease by 10%

Participant(s):

- Teachers
- Staff
- Principals
- Support Staff

3. Start Action Step: 2029, End Action Step: 05/31/2029

3rd grade reading proficiency will be at 60%

Participant(s):

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

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Month, Reading/Literacy - Implementation Data** of **Kindergarten Staff, First Grade Staff, Second Grade Staff and Third Grade Staff** will be monitored by **Principal, Classroom Teacher/s, Curriculum Director, Special Education Director, Instructional Coach/es**, with an overall improvement **increase of 50.00 %** by the end of the plan.

07/31/202608/31/202609/30/202610/31/202611/30/202612/31/202601/31/202702/28

/202703/31/202704/30/202705/31/202706/30/202707/31/202708/31/202709/30/2027

10/31/202711/30/202712/31/202701/31/202802/29/202803/31/202804/30/202805/31
/202806/30/202807/31/202808/31/202809/30/202810/31/202811/30/202812/31/2028
01/31/202902/28/202903/31/202904/30/202905/31/202906/29/2029

6. Funding Sources

1. FY 2027

All teachers will be fully trained on the phonics curriculum and will know how to interpret and respond to data to close gaps.

General Fund IDEA-B Special Education Title I-A Improving Basic Programs Title II-A
Supporting Effective Instruction Title IV-A Student Support and Academic
Enrichment

2. FY 2028

Students off track year to year will decrease by 10%

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective
Instruction Title IV-A Student Support and Academic Enrichment IDEA-B Special
Education

3. FY 2029

3rd grade reading proficiency will be at 60%

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective
Instruction Title IV-A Student Support and Academic Enrichment IDEA-B Special
Education

3. Goal #3 of 3

1. Root Cause Analysis

Based on the data analysis, including NWEA MAP, AIMSWEB progress monitoring, and weekly foundational skills assessments, the primary challenge in literacy achievement—particularly in K–3—is significantly low proficiency in foundational reading skills, especially phonics. A root cause analysis (focused on Five Whys and instructional drivers) indicates that the underlying causes are primarily related to adult instructional practices and consistency of implementation of structured literacy. The key root causes within the organization’s control include inconsistent delivery of explicit, systematic phonics instruction in Tier 1, variability in

teacher fidelity when implementing core instructional materials, and insufficient real-time adjustment of instruction based on formative assessment data. Additionally, there is a need for stronger alignment between core instruction, intervention (Reading Mastery and Corrective Reading), and progress monitoring cycles to ensure instructional responsiveness. While systems for data collection exist, the consistent use of data to immediately modify instruction and intensify supports is not yet fully embedded across all classrooms. These factors indicate that strengthening instructional consistency, coaching support, and data-driven decision-making are the primary areas for adult behavior change to improve student literacy outcomes.

2. SMART Goal Statement

By **05/31/2029** we will improve the performance of **All Students, Kindergarten, First Grade, Second Grade, Third Grade** students at/in **Emerson Academy** to **increase 30.00 %** in **Reading/Literacy** using **District Formative Assessments**.

3. Student Measures

1. Student Measure #1

Every **Quarter, Reading/Literacy - District Formative Assessments** of **All Students** will be monitored by **Principal, Classroom Teacher/s**, with an overall improvement **increase of 30.00 %** by the end of the plan.

11/01/202601/01/202704/01/202706/01/202711/01/202701/01/202804/01/202806/01/202811/01/202801/01/202904/01/202906/01/2029
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4. Strategies and Actions

1. Strategy #1: Curriculum, Instruction and Assessment

1. Strategy Level: Level 1

2. Description:

William H. Sadlier, Inc.- From Phonics to Reading ; Copyright 2020

3. Embedded Plan Requirement(s):

- This strategy addresses a requirement for the LEA's Reading Achievement plan.

4. Action Steps

1. Start Action Step: 2027, End Action Step: 05/31/2027

Build a strong Intervention team of reading intervention staff to support K-3 classrooms and use the proper curriculum to close gaps

Participant(s):

- Teachers
- Staff

- Principals
- Building Leadership
- Support Staff

2. Start Action Step: 2028, End Action Step: 05/31/2028

Increase our foundational skills assessment proficiency and have 50% of students meet typical growth

Participant(s):

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

3. Start Action Step: 2029, End Action Step: 05/31/2029

75% of K-3 students on grade level

Participant(s):

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

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Month, Reading/Literacy - Walkthrough Data of Kindergarten Staff, First Grade Staff, Second Grade Staff and Third Grade Staff** will be monitored by **Principal, Classroom Teacher/s, Intervention Specialists, Instructional Coach/es, Staff**, with an overall improvement **increase of 75.00 %** by the end of the plan.

07/31/202608/31/202609/30/202610/31/202611/30/202612/31/202601/31/202702/28
/202703/31/202704/30/202705/31/202706/30/202707/31/202708/31/202709/30/2027
10/31/202711/30/202712/31/202701/31/202802/29/202803/31/202804/30/202805/31
/202806/30/202807/31/202808/31/202809/30/202810/31/202811/30/202812/31/2028
01/31/202902/28/202903/31/202904/30/202905/31/202906/29/2029

6. Funding Sources

1. FY 2027

Build a strong Intervention team of reading intervention staff to support K-3 classrooms and use the proper curriculum to close gaps

General Fund IDEA-B Special Education Title I-A Improving Basic Programs Title II-A
Supporting Effective Instruction Title IV-A Student Support and Academic
Enrichment

2. FY 2028

Increase our foundational skills assessment proficiency and have 50% of students meet typical growth

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective
Instruction Title IV-A Student Support and Academic Enrichment IDEA-B Special
Education

3. FY 2029

75% of K-3 students on grade level

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective
Instruction Title IV-A Student Support and Academic Enrichment IDEA-B Special
Education