



Print Time: 5/13/2025 5:26:00 PM

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Basic Information

Plan Entity Name: FY 2024 Emerson Academy One Plan (0)

Plan Fiscal Year: FY 2024

Cohort #: 3

District IRN: 000577

Plan Status: Plan Agency Approved

Revision #: 0

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Plan Information

1. Goal #1 of 2

1. Root Cause Analysis

Professional development opportunities.

2. SMART Goal Statement

By **05/31/2024** we will improve the performance of **All Students, Elementary, Middle School** students at/in **Emerson Academy** to **decrease 25.00 Numerical Value** in **Behavior** using **Discipline Occurrences**.

3. Student Measures

1. Student Measure #1

Every **Quarter, Behavior - Discipline report** of **All Students** will be monitored by **Principal**, with an overall improvement of **decrease 25.00 %** by the end of the plan.

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4. Strategies and Actions

1. Strategy #1: School Climate and Supports

1. Strategy Level: Level 1

2. Description:

A universal, school-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and change perceptions of school safety. Students in the SWPBIS schools received significantly fewer school suspensions than students in schools that did not receive SWPBIS training. Perceptions of safety improved in the schools that implemented SWPBIS, but declined in the schools that did not implement SWPBIS.

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

4. Action Steps

1. Start Action Step: 2024, End Action Step: 06/30/2026

Provide alternative to suspension, ie. ISS. Utilize our Academic-Behavior Support Specialist will pull small groups and provide behavior management to students who need to learn different ways to deescalate themselves in the moment.

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- Related Service Personnel
- Positive Behavior Intervention Support Team

5. Adult Measures

1. Adult Measure #1

- School Climate and Supports

Every **Quarter, Behavior - Discipline Occurrences of All Staff** will be monitored by **Principal**, with an overall improvement of **decrease 25.00 %** by the end of the plan.

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6. Funding Sources

1. FY 2024,2025,2026

Provide alternative to suspension, ie. ISS. Utilize our Academic-Behavior Support Specialist will pull small groups and provide behavior management to students who need to learn different ways to deescalate themselves in the moment.

ARP ESSER General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction

2. Goal #2 of 2

1. Root Cause Analysis

Depending upon the scholar there are several underlying root causes. The first is attendance, if scholars are not present we cannot support their academic success. Then second is the significant academic gap of scholars, who are new to our school. Students new to our school, often lack stamina and purpose. This does not mean we cannot turn students academic status around. It simply means it will take further support, which always means ensure parental support is in place.

2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade** students at/in **Emerson Academy** to **increase 5.00 %** in **Reading/Literacy** using **State Report Card – Gap Closing**.

3. Student Measures

1. Student Measure #1

Every **Quarter, Reading/Literacy - District Short Cycle Assessments of All Students** will be monitored by **Principal**, with an overall improvement of **increase 20.00 %** by the end of the plan.

10/31/202312/31/202303/31/202405/31/202410/31/202412/31/202403/31/202505/31/202510/31/202512/31/202503/31/202605/31/2026

4. Strategies and Actions

1. Strategy #1: College and Career Readiness

1. Strategy Level: Level 4

2. Description:

Targeted Reading Intervention (TRI) is a one-to-one tutoring model designed in particular for isolated rural schools. TRI coaches use webcam technology to train teachers in how to use individualized reading instruction in the classroom and in one-on-one sessions with struggling readers. Focus is on oral language, decoding, writing, comprehension, vocabulary, and fluency skills. Teachers work individually with struggling readers in kindergarten and first grade for 15 minutes a day. Activities such as re-reading, word work, and guided oral reading are used during these sessions. Teachers receive professional development both for tutoring and for reading instruction in general in an initial face-to-face summer institute followed by weekly web conferencing from a university-based consultant to follow up training, discuss individual children, and resolve problems.

3. Embedded Plan Requirement(s):

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

4. Action Steps

1. Start Action Step: 2026, End Action Step: 06/30/2026

Through progressive monitoring students will improve academically and close their achievement gaps. The goal is preparing our scholars for college and career paths after K-8 school.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- Instructional Coaches
- Positive Behavior Intervention Support Team
- Everyone matters

5. Adult Measures

1. Adult Measure #1

- College and Career Readiness

Every **Quarter, Academic Promotion with 50% or higher proficiency rate overall - Fidelity Instrument of Kindergarten Staff, First Grade Staff, Second Grade Staff, Third Grade Staff , Reading/Literacy Teachers and Intervention Teachers** will be monitored by **Principal**, with an overall improvement of **increase 20.00 %** by the end of the plan.

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6. Funding Sources

1. FY 2026

Through progressive monitoring students will improve academically and close their achievement gaps. The goal is preparing our scholars for college and career paths after K-8 school.

General Fund Title I-A Improving Basic Programs
