

The Academy plans to use Section 35J Funding to develop a Comprehensive Literacy Program in grades Pre-Kindergarten to Fifth grade. The program will be broken down into three tiers, each with a different level of support. All students will be assessed at Benchmark using Acadience. Acadience Data is reviewed at grade level meeting, and this data is used to place students in tiers and to drive classroom instruction.						
Tier I	Grade Level Instruction given to all students. The core curriculum is evidence based and aligned with the Science of Reading. Teachers differentiate instruction based on exit tickets, with the goal being mastery of lesson learning targets. Classrooms are equipped with reading materials that support diversity, high interest topics to engage students, and aligned to curriculum and instruction. All classrooms Teachers have been trained in the Tier 1 curriculum and have implementation support through instructional coaches (Implementation Plan in Spreadsheet below). All grade levels have access to grade level libraries with books and materials that support Tier I Reading Instruction. Goals and Actions Items for implementation and support is listed in the spreadsheet below.					
Tier II	Students who have been identified as being below benchmark on Acadience (less than 2 years behind) are given additional intervention support. This entails pullout services during their dedicated intervention block. This instruction is focused on the Reading Skills evident in Acadience. Interventions are provided 3-5 times per week by either a highly trained Instructional Aide or a reading Interventionist. Reading materials are selected by their deficient reading skill, and progress monitoring through acadience is done biweekly. Online Intervention Programs are also offered. Professional Development on the Science of Reading and Foundational Skills are provided to all staff. Goals and Actions Items for implementation and support is listed in the spreadsheet below.					
Tier III	Students who have been identified as being well below benchmark on Acadience (2 or more years behind) are given more intense intervention support. This entails pullout services during an intervention block, but with even smaller groups and more frequent. This instruction is focused on the Reading Skills evident in Acadience. Interventions are provided 3-5 times per week by either a highly trained Reading Interventionist. Reading materials are selected by their deficient reading skill, and progress monitoring through acadience is done weekly. Online Intervention Programs are also offered. Professional Development on the Science of Reading and Foundational Skills are provided to all staff. Goals and Actions Items for implementation and support is listed in the spreadsheet below.					
October 24	November 14	December 5 (virtual)	January 9	March (Virtual)	May 14	
By October 2024, All staff will have completed initial Professional Development, as outlined in the 35J application, in support of the Early Literacy Plan. Additional Professional Development will be assigned based on individual development plans, and embedded into All Staff Professional Development, as outlined in the Acadmeies Professional Development Plan	By November 2024, 80% of kindergarteners are at or above benchmarks, based on Acadience, at end of kindergarten.	By December 2024, literacy coaches are equipped to empower and support staff with progress monitoring.	By January 2025, Literacy Coaches will engage in a data cycle approximately every 7 weeks (aligned with MTSS) to review their schools data and action plan, and course correct as needed.	By March 2025, Spring Data Review will be completed	By May 2025, Administration will have completed Evaluation of Literacy Program	
	By November 2024, Share the researched based foundational skills scope and sequence with all staff.					
Name Professional Development that will be completed by 100% of PK-5 teachers and Admin	The Science of Reading In Montessori : Educators will participate in a training on the Science of Reading in connection with the principles of Montessori philosophy. This training will be a comprehensive and dynamic program designed to deepen their understanding of literacy development in young learners. They will explore the essential components of early literacy, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension, within the context of the Montessori approach. Hands-on activities, observation, and practical exercises will help them to apply theoretical concepts to their classroom settings. This training will be offered three times a year to ensure all educators complete it, even if they join our team mid-year. Additionally, they will have access to a digital course for resources and activities to ensure ongoing implementation of the training.					
3 Year Goals & Objectives						Additional Resources
Preschool						
Goals	Objectives	Priority Year	Action Items	Cost	Responsible	
Goal 1: Preschoolers are equipped and prepared to enter Kindergarten with strong foundational literacy skills	By September 2024, incorporate more strategies to increase phonological awareness development	2023				
	By September 2024, incorporate research-based instructional strategies of phonemic awareness with alignment with current curriculum.	2023				
	By January 2024, expose PreK teachers to Kindergarten screening tool	2024				
	By December 2024, research other assessment that align with Elementary assessments	2024				
By October 2024 incorporate research-based instructional						

	By October 2024, incorporate research-based instructional strategies to increase rhyming development, as aligned with the current curriculum.	2024				
	By December 2024, incorporate more research-based instructional strategies to increase Oral Language development, with alignment with GSRP requirements (GELN)	2024				
Foundational Skills						
Goals	Objectives	Due Date	Action Items	Cost	Responsible	
Goal 1: The foundational skills of phonological/phonemic awareness and phonics are explicitly taught in K-1	By June 2024, decide on a common foundational skills scope and sequence to use at your building	2024				
	By October 2024, Share the researched based foundational skills scope and sequence with all staff.	2024				
	By 2025, foundational skills scope and sequence is regularly monitored to ensure consistency of implementation	2025				
Goal 2: Teachers trained on the reading curriculum and able to use the curriculum with fidelity and confidence, as evidenced by lesson planning, observations, and academic results.	By 2025, Schedule 40% of reading/language block to teach direct instruction of foundational skills in K-1 (per LETRS)	2025				
Goal 3: Teachers recognize the importance and are applying the knowledge of the Science of Reading (research) in instruction as evidenced by the best practices in their classrooms.	By 2025, Coaches and Administrators will increase the time devoted to observations to hold teachers accountable for teaching the curriculum and providing support where needed.	2025				
	By June 2024, remove and adapt resources that do not support Science of Reading/researched based materials.	2024				
	By June 2024, create and implement professional development plans to support Science of Reading (research), with fidelity checks to follow up.	2024				
	By September 2024, utilize LETRS trained teachers to share resources with other teachers and establish a LETRS community of practice.	2024				
	By 2025, provide ongoing professional development for administration and teachers on the Science of Reading	2025				
Data Driven Instruction						
Goals	Objectives	Due Date	Action Items	Cost	Responsible	
Goal 1: A system is in place to ensure students achieve or exceed benchmarks at their grade level.	By 2025, 80% of kindergarteners are at or above benchmarks, based on Acadience, at end of kindergarten.	2024				
	By 2025 80% of 1st graders are at or above benchmarks, based on Acadience, at end of 1st grade.	2025				

22-23						