

<p>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.</p>						
Tier I	<p>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.</p>					
Tier II	<p>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.</p>					
Tier III	<p>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.</p>					
October 24	November 14	December 5 (virtual)	January 9	March (Virtual)	May 14	
<p>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</p>	<p>By November 2024, 80% of kindergarteners are at or above benchmarks, based on Acadience, at end of kindergarten.</p>	<p>By December 2024, literacy coaches are equipped to empower and support staff with progress monitoring.</p>	<p>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.</p>	<p>By March 2025, Spring Data Review will be completed</p>	<p>By May 2025, Administration will have completed Evaluation of Literacy Program</p>	
	<p>By November 2024, Share the researched based foundational skills scope and sequence with all staff.</p>					
<p>Name Professional Development that will be completed by 100% of PK-5 teachers and Admin</p>	<p>Comprehensive Orton-Gillingham Plus: -Designed for general and special education teachers K-2 -Educators grades 3 and beyond whose students require instruction in word recognition skills -Educators who want to learn more about instruction phonology and orthography OG Morphology Plus: -Designed for general and special education teachers grades 3-5 -Educators whose students can read and spell but continue to struggle with language comprehension -Educators who want to learn more about instruction in morphology, fluency, vocabulary, and comprehension Phonological Awareness: -Designed for general and special education teachers K-5 -Educators who want a deeper understanding of phonological awareness, the importance of orthographic mapping and phonemic awareness</p>					
	<p>3 Year Goals & Objectives</p>					
<p>Preschool</p>						
Goals	Objectives	Priority Year	Action Items	Cost	Responsible	
	<p>By September 2024, incorporate more strategies to increase phonological awareness development</p>	2023				
	<p>By September 2024, incorporate research-based instructional strategies of phonemic awareness with alignment with current curriculum.</p>	2023				

Goal 1: Preschoolers are equipped and prepared to enter Kindergarten with strong foundational literacy skills	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 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			
	By 2025, Schedule 40% of reading/language block to teach direct instruction of foundational skills in K-1 (per LETRS)	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, Coaches and Administrators will increase the time devoted to observations to hold teachers accountable for teaching the curriculum and providing support where needed.	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 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
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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				
Goal 2: Teachers are trained in administering Acadience with fidelity, using the data to drive instruction to improve literacy	By December 2024, Literacy Coaches, in collaboration with teachers, will be interpreting data, developing and implementing an action plan that improves K-1 outcomes	2024				
	By January 2025, Coaches and Teachers will ensure that teachers are confident in assessing students by providing progress monitoring prior to each benchmark	2025				
	By Fall of 2024, 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.	2024				
Goal 3: Identified staff are progress monitoring, using the data to drive instruction, and sharing to improve literacy.	By October 2024, create and implement a progress monitoring timeline	2024				
	By 2024, literacy coaches are equipped to empower and support staff with progress monitoring.	2024				

Systems and Structures

Goals	Objectives	Due Date	Action Items	Cost	Responsible
Goal 1: Assessments, curriculum, and data are vertically aligned between preschool and elementary and it is widely understood.	By 2024, The ECS, GSRP Early Childhood Director and Literacy Coaches meet twice per year to review data and develop a plan to support early literacy.	2024			
	By 2024, preschool and elementary teachers have the knowledge of what instructional resources are being used in each others programs.	2024			
Goal 2: Teachers using data consistently to reflect and drive instruction as evidenced by academic results.	By 2024, establish frequent in-depth data meetings per grade level to create action plans that leads to data driving instruction	2024			
	By 2025, establish cross-grade level data cohorts to create a smooth transition from one grade level to the next.	2025			
Goal 3: Accountability to implement Tier 1 literacy curriculum with fidelity	By May 2025, establish early literacy writing goals	2024			
	By May 2025, teachers are trained and have access to pacing guides and will accomplish all grade level material of curriculum	2024			
	By December 2024, references to relevant text and topics is evident in lesson plans	2024			

