

Lawson Academy Plan: Early Childhood Literacy and Math Proficiency Plan Overview

This plan outlines specific, quantifiable goals and progress measures for early childhood literacy and math proficiency in Lawson Academy serving Pre-K and Kindergarten students. It aligns with HB 3 requirements, including progress monitoring, professional development, and annual public reporting.

Plan Requirements

Assigned District-Level Administrator

- Coordinator: A designated district-level administrator oversees the implementation and progress monitoring. This individual:
 - Submits annual progress reports to the school board.
 - Facilitates communication between preschools, parents, and district stakeholders.
 - Provides recommendations for targeted interventions and improvements.

Annual Review and Public Reporting

- The plan will be reviewed annually during a public school board meeting.
- Reports on progress will be posted on the district and preschool websites.

Specific and Quantifiable Goals

Literacy and Math Goals

- Baseline (Current State): Establish baseline data for Pre-K and Kindergarten students using CLI Engage assessments and other locally approved tools.
- Target (Future State): Achieve measurable annual growth in literacy and math for all students, with a five-year target to ensure 85% of students demonstrate mastery of grade-level skills.
- Population: Goals will address the performance of:
 - All students
 - Students in bilingual or ESL programs
 - Students identified under "closing the gaps" domains
- Deadline: Baseline year - [Insert Year]. Five-year target - [Insert Year].

Annual Targets

- Reading: Annual growth targets for Pre-K and Kindergarten students in:
 - Letter recognition

- Phonemic awareness
- Vocabulary acquisition
- Early reading comprehension
- Math: Annual growth targets for:
 - Number recognition
 - Counting and cardinality
 - Patterns and early operations
 - Measurement and spatial reasoning

Professional Development

Targeted Training for Teachers

- Targeted professional development for Pre-K and Kindergarten teachers, with a focus on:
 - Evidence-based literacy and math instructional strategies
 - Differentiated instruction for bilingual and ESL students
 - Early identification and intervention for learning gaps
- Training will be prioritized for campuses identified as not meeting annual targets.

Addressing Unique Needs

- Specialized training modules for teachers of bilingual, ESL, and special language programs.
- Inclusive practices for students with diverse learning needs.

Progress Monitoring

Goals and Progress Measures

- Progress will be monitored using the following:
 - CLI Engage assessment data (wave reports three times per year)
 - Formative classroom assessments
 - Teacher observations and rubrics

Monitoring Schedule

- Monthly Updates: Administrators and teachers will review student progress data.
- Quarterly Reports: Submitted to the designated administrator and shared with stakeholders.
- Annual Review: Presented at public board meetings and posted online.

Interim Reports

Each progress monitoring report will include:

1. Goals being monitored.
2. Data for the previous three reporting periods, current reporting period, and annual targets.
3. Superintendent's evaluation of performance.
4. Supporting documentation and recommended next steps.

Action Steps and Implementation Timeline

Year 1: Baseline Development and Training

- Summer: Train teachers on data collection and progress monitoring.
- Fall: Administer baseline assessments and set annual targets.

Years 2-5: Implementation and Review

- Ongoing:
 - Conduct assessments three times a year.
 - Adjust professional development based on data trends.
 - Review and refine annual targets as needed.

Alignment with CCMR Goals

While not directly applicable to early childhood programs, the preschool plan aligns with CCMR by laying a foundational focus on literacy and numeracy, crucial for future academic success.