



ACADEMY OF DOVER

CHARTER SCHOOL

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Title 1 – Academy-Wide Plan (2025-2026)

Academy-wide Program: The Academy of Dover (Academy) participates in a Academy-wide program and shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the Academy, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency.

Planning and Review Team: This plan is developed with parent and community involvement including teachers and the Academy leadership team. The team is charged with developing a comprehensive plan to reform the Academy's total instructional program.

Participant	Role	Email
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LIONS PRIDE!

Components Include

Comprehensive Needs Assessment
Academy-wide Reform Strategies
Instruction by Highly Qualified Staff
High Quality Professional Development
Strategies to Attract HQ Teachers
Strategies to increase Parent Involvement
Transition
Teacher Decision Making Regarding Assessments
Effective and Timely Assistance to Scholars
Coordination and Integration

Comprehensive Needs Assessment

The Academy completed a comprehensive needs assessment of the entire Academy that includes children's achievement in relation to the Common Core State Standards. This planning process is a critical part to the creation of our Academy-wide program and has led to areas of focus and priorities for the Academy in the coming years. As part of this needs assessment, the Academy created a team, clarified our vision for reform in alignment with the Academy mission, reviewed our Academy profile and identified data sources useful in ensuring the Academy meets the learning needs of every child.

Activities: The needs assessment review includes an examination of:

- Academy strengths and weaknesses that have been identified by analyzing Academy-wide data as well as hypothesized root causes for the data.
- Student achievement data on state assessments and Academy assessments.
- Observational data collected during the DTGSS process.

The Academy closely monitors and charts the academic results of our scholars through formative and summative assessments: Academy-created, curriculum-based, as well as academic grades, IAB's, and state assessments. We have created a standards-based pacing guide for each of our core academic areas and include the grade level standards above and below each student's actual enrolled grade. Data is analyzed regularly to ensure real-time action and progress is occurring at the individual, classroom, grade, and Academy level. This is an important and crucial approach to ensure that EACH scholar receives the support needed to excel academically.

The planning team feels that the following areas should be implemented and/or enhanced upon:

- Continue with our commitment to our current curriculum with the recent addition of UFLI. We remain committed to providing our teaching staff with the training necessary to provide the curriculum in an effective manner.
- Reading and Math specialists to focus specifically on the intervention strategies and instruction for scholars who are below grade level.
- Additional staff to support scholars with disabilities.
- Continuance of the standards-based pacing guide.

Evaluation:

- Confirm documentation of the planning team meeting and required members.
- Identify data sources to substantiate planning recommendations.
- Set time to evaluate comprehensive needs assessment and analyze the achievement of the goals noted above.

School-wide Reform Strategies

The Academy will provide opportunities for all children to meet the state's proficiency levels on SBAC and grade level expectations on other formal assessments by using effective methods and instructional strategies based on scientifically based research that strengthens the Academy's core academic program.

Activities: How will the Academy provide opportunities for all scholars to meet the state's proficiency levels? What are the methods and instructional strategies that will be used and are based on scientifically based research?

- Continue with our commitment to our current curriculum: Eureka Math², Imagine Learning, UFLI, Savvas, and UFLI.
- Implementation of MTSS.
- Standards review and alignment to ensure all critical standards are being addressed through the curriculum.

Instruction by Highly Qualified Teachers

Instruction by highly qualified teachers must be provided to all scholars. The Academy is committed to making this a reality for all scholars. and recognizes that highly effective academic institutes have a highly qualified staff that make learning a priority for all scholars.

Activities:

- HQT Analysis completed by the Leadership Team.
- Pipeline Analysis and Vacancy Analysis completed by the Leadership Team to determine hiring needs and potential gaps that need to be filled.
- Provide support through our mentoring program.
- Create and follow a comprehensive hiring plan.

High Quality Professional Development

High-quality and ongoing professional development is essential at the Academy to address the ever-changing needs of all scholars. Research shows a strong correlation between teachers' instructional strategies and scholar success and that a teacher's classroom strategies and management correlate with the quality of professional development provided.

Goals:

- Ensure that we are hiring high-quality and certified teachers.
- Ensure that we provide the training necessary to give all teachers the tools necessary to be successful in the classroom.
- Provide training that allows our staff to support the social/emotional needs of our scholars.

Activities:

- Ensure that professional development is Academy-wide and includes all staff to ensure strategies are known and used consistently.
- Inform staff of professional development plans and goals for the upcoming academic year.
- Seek opportunities for training both locally and nationally in Common Core Standards Classroom and other programs that support the individual needs of Academy scholars.

Strategies to Attract HQ Teachers

The Academy has a strong plan in place for recruiting and retaining high quality teachers. This plan is rooted in an extensive evaluation of our student and staffing needs.

The Academy has implemented two research-based strategies that have been proven effective in recruiting and retaining teachers:

- Provide on-going mentoring for new teachers through an induction program approved by the Delaware Department of Education.
- Conduct routine evaluations of recruitment and retention strategies.

Activities:

- Share mentoring programs with potential staff members.
- Create a variety of opportunities for potential staff to become a part of the Academy prior to the interview process.
- Develop a timeline for recruiting teachers.
- Develop a strategy for recruiting teachers.
- Develop materials to guide the hiring process.

Strategies to Increase Parental Involvement

The Academy believes that meaningful parental involvement strategies use a variety of methods to engage all parents in supporting student learning both at home and at the Academy. Research shows that parental involvement can support student learning, particularly when aligned with effective strategies.

The Academy seeks to create a parent involvement program that:

- Builds relationships with family, community and Academy members that foster trust and collaboration.
- Recognizes the range of family needs and cultural differences and encourages respect and understanding.
- Involves all stakeholders in shared partnerships and mutual responsibility for scholar learning.

Activities:

- The Academy will send information to parents in a language and format that they can understand. For important information such as family activities, parents' right to know documents, conferences, parent education events, information will be shared in a variety of formats multiple times.
- Parent involvement information will be presented at Open House and throughout the academic year.
- The Academy will host regular curriculum nights for all families to take part in.
- The Academy will work to nurture the parents who are currently involved and initiate relationships with families new to The Academy.

Transition

The Academy strives to ensure scholars transition into the Academy culture with ease. New scholars are welcomed and provided with an overview of the Academy expectations. In addition, scholars and parents are provided at the beginning of each academic year with the Scholar and Parent Handbook and are asked to sign a contract that they are committed to the expectations. In addition, we offer the following for our scholars and families:

- Summer Academy (including incoming kindergarten scholars).
- Grade level transition activities—including a “moving up” ceremony.
- Family engagement activities throughout the academic year.

In order to help children acclimate to a new school, the Academy hosts a Summer Academy. These sessions, taught by Academy staff, will give scholars an opportunity to experience our Academy and receive academic instruction. Scholars who participate will get to:

- Receive academic instruction and support.
- Build connections with other scholars.
- Learn about Academy procedures.
- Have fun learning and engaging with other scholars and Academy staff!

As scholars move from one grade level to another, teachers will coordinate activities to help ease the transition. This may include visiting classrooms, participating in upper grade level activities, spending time with upper grade peers, and meeting with teachers in the upper grade.

One of our beliefs is that children need to remain connected to the Academy over the summer months.

Teacher Decision Making Regarding Assessments

In addition to utilizing state assessment results and other formal assessments, the Academy uses the expertise of our staff who have been trained to use informal assessment tools to generate a variety of data. Research shows that data-driven decision making is the foundation for systematically improving student achievement.

Activities:

- Provide teachers with professional development activities to increase their understanding of how to use multiple assessment measures to improve instruction.
- Provide opportunities for teachers to work together in developing student assessments, benchmark goals, performance tasks, checklists, rubrics, and communication tools.
- Guide teachers in using data to make instructional decisions.
- Utilize teacher feedback to determine if they will continue to be utilized in the future.

Effective and Timely Assistance to Scholars

The Academy holds PLCs on a regular basis in which data is discussed, including scholars who are at risk or struggling. Through this approach, the team is able to quickly identify scholars who need additional support and enrichment.

Activities:

- The Academy will utilize MTSS to identify scholars with academic needs in behavior/social skills, ELA, and Math.
- The Academy involves student support staff in regular discussions to ensure that all scholar needs are being met. This includes scholars with IEPs and 504 plans.
- Additional services including counseling, mentoring, after school activities are shared with families as needed and throughout the academic year.
- Effective teaching strategies are a consistent focus during staff meetings, classroom walkthroughs, and PLC's.

Coordination and Integration

The Academy uses a whole-school approach to coordinate and integrate while ensuring scholars' needs are met. We regularly integrate services and programs with the goal of increasing results for our entire educational program and all scholars to reach proficient and advanced levels of achievement—both socially and

academically. Integrating our approach and our services maximizes the impact of the resources available to carry out our Academy-wide program.

Research on effective schools reminds us of the importance of utilizing a variety of resources from within and outside the Academy in order to target strategies and address the needs of all scholars. In addition, we know we must not only utilize these resources but also continually monitor the impact they are having.

Activities:

- Create an opportunity for staff members who oversee different federal or state programs to come together and discuss procedures, barriers, and impact. In addition, they should look for any places where a coordination of services makes sense.

Evaluation of Current Academy-Wide Program		
Component	Activities	Notes on Effectiveness
1	● Academy strengths and weaknesses that have been identified by analyzing Academy-wide data as well as hypothesized root causes for the data. ● Student achievement data on state assessments and Academy assessments. ● Observational data collected during the DTGSS process.	
2	● Continue with our commitment to our current curriculum: Eureka Math², Imagine Learning, UFLI, Savvas, and Bookworms. ● Implementation of MTSS. ● Standards review and alignment to ensure all critical standards are being addressed through the curriculum.	

3	● HQT Analysis completed by the Leadership Team. ● Pipeline Analysis and Vacancy Analysis completed by the Leadership Team to determine hiring needs and potential gaps that need to be filled. ● Provide support through our mentoring program. ● Create and follow a comprehensive hiring plan.	
4	● Ensure that professional development is Academy-wide and includes all staff to ensure strategies are known and used consistently. ● Inform staff of professional development plans and goals for the upcoming academic year. ● Seek opportunities for training both locally and nationally in Common Core Standards Classroom and other programs that support the individual needs of Academy scholars.	
5	● Share mentoring programs with potential staff members. ● Create a variety of opportunities for potential staff to become a part of the Academy prior to the interview process. ● Develop a timeline for recruiting teachers. ● Develop a strategy for recruiting teachers. ● Develop materials to guide the hiring process.	
6	● The Academy will send information to parents in a language and format that they can understand. For important information such as family activities, parents' right to know documents, conferences, parent education events, information will be shared in a variety of formats multiple times. ● Parent involvement information will be presented at Open House and throughout the academic year. ● The Academy will host regular curriculum nights for all families to take part in.	

	• The Academy will work to nurture the parents who are currently involved and initiate relationships with families new to the Academy.	
7	• Summer Academy (including incoming kindergarten scholars). • Grade level transition activities—including a “moving up” ceremony. • Family engagement activities throughout the academic year	
8	• Provide teachers with professional development activities to increase their understanding of how to use multiple assessment measures to improve instruction. • Provide opportunities for teachers to work together in developing student assessments, benchmark goals, performance tasks, checklists, rubrics, and communication tools. • Guide teachers in using data to make instructional decisions. • Utilize teacher feedback to determine if they will continue to be utilized in the future.	
9	• The Academy will utilize MTSS to identify scholars with academic needs in behavior/social skills, ELA, and Math. • The Academy involves student support staff in regular discussions to ensure that all scholar needs are being met. This includes scholars with IEPs and 504 plans. • Additional services including counseling, mentoring, after school activities are shared with families as needed and throughout the academic year. • Effective teaching strategies are a consistent focus during staff meetings, classroom walkthroughs, and PLC’s.	

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