

ABRIDGED DELAWARE EARLY LITERACY PLAN

ASSESSMENT PLAN—Early Childhood

Goals of Assessment

1. To implement, on an ongoing basis, a system to continuously monitor children’s development which includes a focus on early language and literacy development.
2. To establish a valid and reliable screening framework that identifies children early that may be potentially at-risk for language and early literacy challenges.
3. To implement an aligned comprehensive curriculum and assessment system.
4. To create a framework that uses the information from screening, progress monitoring and other data sources to make instructional decisions.
5. To implement an assessment framework that is used consistently across settings within programs and/or district.
6. To establish an evaluation process that monitors the progress that children make in the comprehensive curriculum that includes language and early literacy components.

	Indicator	Evidence of meeting the indicator	Action Plan Item
	Screening Children		
A1	The program has a developmental screening process for all children that addresses all areas of development including language and early literacy		
A2	Children are screened in their home language		
A3	The screening process includes a tool appropriate for a child's age and is administered individually to all children		
A4	The screening process includes multiple sources of information including observations and input from family members		

ABRIDGED DELAWARE EARLY LITERACY PLAN

	Indicator	Evidence of meeting the indicator	Action Plan Item
A5	All individuals that administer screenings receive training		
	Monitoring Children's Progress		
A6	Programs use a progress monitoring tool that is aligned with the program's curriculum and the Delaware Early Learning Foundations for all areas of children's development including language and early literacy		
A7	An effective progress monitoring process reflects instruction and planned learning opportunities		
A8	An effective progress monitoring process provides specific information on children's progress to be used for instructional planning for individual children		
A9	An effective progress monitoring process includes a variety of ongoing and frequent strategies to collect information on an ongoing basis		
A10	All individuals involved in progress monitoring are trained in the appropriate use of progress monitoring tools, and the process of using information for planning instruction and learning opportunities for children		

ABRIDGED DELAWARE EARLY LITERACY PLAN

	Indicator	Evidence of meeting the indicator	Action Plan Item
A11	The effective assessment process helps to identify children that need further evaluation		
A12	Educators know how and where to refer children needing further evaluation		
A13	Educators gather screening and progress monitoring information critical to the individual child's needs		
A14	Using results from assessment, programs ensure screening and progress monitoring occurred for all children in the program		
A15	Progress monitoring information is shared regularly with families		

ABRIDGED DELAWARE EARLY LITERACY PLAN

CURRICULUM/INSTRUCTION PLAN—Early Childhood

Goals of Curriculum/Instruction

1. To implement a comprehensive instructional program that contains the essential components of an effective early childhood curriculum and is aligned with the Delaware Early Learning Foundations.
2. To ensure that the comprehensive instructional program contains the essential elements recommended by the *National Early Literacy Panel* for language and early literacy
 - Phonological awareness
 - Alphabet knowledge
 - Name and early writing
 - Concepts about print
 - Expressive oral language
3. To carefully plan and implement instructional strategies and learning opportunities that integrate language and early literacy activities across all learning domains and throughout the day.
4. To schedule time to practice language and early literacy skills during play.
5. To include appropriate adaptations to meet the specific developmental, cultural and linguistic characteristics of the children in the program in all instruction and learning opportunities.
6. To choose instructional strategies and planned learning opportunities which best fit children’s individual needs.

Components of Curriculum/Instruction

	Descriptors	Evidence of meeting the indicator	Action Plan Item
C1	The program has a comprehensive curriculum that includes language and early literacy		
C2	Programs supplement the curriculum with additional literacy activities to ensure essential elements of early literacy are addressed		

ABRIDGED DELAWARE EARLY LITERACY PLAN

	Indicator	Evidence of meeting the indicator	Action Plan Item
C3	The instructional program and language and literacy practices are aligned with the <i>Delaware Early Learning Foundations</i>		
C4	The selection process for instructional materials is informed by the <i>Delaware Early Learning Foundations</i>		
C5	Instructional materials are selected to meet the needs of students with a focus on specific cultural and linguistic characteristics of the children in the program		
C6	Instructional materials are selected to support the development of the essential elements for language and early literacy		
C7	Educators and administrators are adequately trained in the effective implementation of curriculum and instructional strategies		
C8	When multiple staff work with the same children, they coordinate instruction and discuss children's progress on a regular basis		
C9	Programs create partnerships with community and family literacy programs		
C10	Technology is used to provide support and practice for children		

ABRIDGED DELAWARE EARLY LITERACY PLAN

	Indicator	Evidence of meeting the indicator	Action Plan Item
C11	The schedule allows for interactions and extended conversations among children and adults		
C12	Educators use intentional teaching practices and provide learning opportunities to facilitate phonological awareness, alphabet knowledge, name and early writing, concepts about print, and expressive oral language skills for all children		
C13	<p>Educators plan daily Read Aloud experiences that include the following instructional strategies:</p> <ul style="list-style-type: none"> • Introduce the book(the title, the author, and the illustrator) • Introduce vocabulary words • Use facial expressions and voice • Ask open-ended questions before, during and after reading the story (i.e "What if...?") • Ask predictive questions (i.e. "What do think will happen next?) 		
C14	Educators use information from monitoring children's progress to plan instruction and learning opportunities		

ABRIDGED DELAWARE EARLY LITERACY PLAN

	Indicator	Evidence of meeting the indicator	Action Plan Item
C15	Educators ensure that language and literacy are addressed in a variety of formats including small groups and opportunities for practice during guided play to support children's literacy development		
C16	Language and literacy are integrated within all learning centers and throughout program activities (i.e. meal times, outdoor times, transition activities)		
C17	When children are not making adequate progress, educators plan additional supports		
C18	Program schedules provide daily opportunities for flexible grouping (i.e. whole group, small needs-based groups, individual instruction and center play)		
C19	Educators differentiate the time allocated for small group instruction based on progress monitoring information and children's developmental needs		
C20	Educators create lesson plans that allot time for small group, whole group, and independent play to support language and literacy skills		

ABRIDGED DELAWARE EARLY LITERACY PLAN

ADMINISTRATION

Goals of Administration

1. To lead, manage, and build a learning community focused on all children getting ready to read.
2. Include directors, supervisors, principals, curriculum coordinators, if applicable.
3. To develop the early literacy skills of all children.

Components of Early Childhood Administration

Administrator/Owner/Director A/O/D

The Administrator/Owner/Director (A/O/D) or Team is responsible for developing, communicating, and implementing a literacy plan. This plan is created for all children based on strengths and needs as indicated by observation and informational data. The A/O/D or Team has responsibility for monitoring the progress of the literacy plan and makes adjustments as needed.

	Descriptors	Evidence of meeting the indicator	Action Plan Item
AOD1	The Administrator/Owner/Director (A/O/D) involves staff in the process of developing and implementing the comprehensive curriculum, including language and early literacy		
AOD2	The A/O/D establishes a strong link between the <i>Delaware Early Learning Foundations</i> and the comprehensive curriculum including language and early literacy		
AOD3	The A/O/D establishes a system that supports teachers working in small teams to allow for collaboration		

ABRIDGED DELAWARE EARLY LITERACY PLAN

	Indicator	Evidence of meeting the indicator	Action Plan Item
AOD4	The A/O/D attends ongoing professional development to build a high level of knowledge regarding the comprehensive curriculum including early literacy, assessment and use of data		
AOD5	The A/O/D allocates time to support the implementation of the comprehensive curriculum including language and early literacy		
AOD6	The A/O/D visits and observes in classrooms to look for the implementation of language and early literacy instruction		
AOD7	The A/O/D provides constructive feedback to teachers during/following classroom visits and observations		
AOD8	The A/O/D holds meetings with individual teachers to monitor individual classroom progress		
AOD9	The A/O/D works collaboratively with educators to create individualized plans in response to children's needs		
AOD10	The A/O/D follows up to ensure that individualized plans are implemented in a timely and effective manner and teaching practices are adapted when necessary		

ABRIDGED DELAWARE EARLY LITERACY PLAN

	Indicator	Evidence of meeting the indicator	Action Plan Item
AOD11	The A/O/D ensures that referrals for further evaluation are appropriate and followed through		
AOD12	The A/O/D works with teachers to identify additional resources that may be needed to implement the comprehensive curriculum		
AOD13	The A/O/D ensures the schedule includes time for a balance of whole, small group and individual activities reflecting an integrated literacy approach		
AOD14	The A/O/D ensures the schedule allows time for children to practice and apply new and emerging literacy skills		
AOD15	A/O/D ensures teachers gather, analyze and use progress monitoring information to plan instruction		
AOD16	A/O/D ensures that progress monitoring information is shared with families		

ABRIDGED DELAWARE EARLY LITERACY PLAN

LITERACY PARTNERSHIPS— ECE

Goals of Coordinating Literacy Partnerships

1. To maximize the resources and opportunities for young children to receive meaningful and effective early literacy experiences.
2. To ensure resources and opportunities are targeted to support programs to address the needs of all children and families.

Components of Literacy Partnerships

Literacy Partnerships are developed with programs, community-based organizations, and family literacy programs that have the mutual goal of supporting children and families to increase their literacy development. Examples of these partnerships could include Read Aloud Delaware, Even Start, family literacy programs, migrant programs, Foster Grandparents, Reading Is Fundamental, local public libraries, corporate/business sponsorships and other community initiatives that support early literacy. As programs review the needs of children and develop strategies for addressing strengths and needs, literacy partnerships could be viewed as a component of the literacy program available to children.

	Descriptors	Evidence of meeting the indicator	Action Plan Item
LP1	Literacy partners are aware of the curriculum and the learning practices used		
LP2	Literacy volunteers support the curriculum that is being implemented in the program.		
LP3	Literacy volunteers provide opportunities to support the development of appropriate early literacy skills		
LP4	Educators communicate with volunteers about goals for early literacy development		
LP5	To maximize the opportunities, staff and volunteers collaborate to implement the literacy partnership		

ABRIDGED DELAWARE EARLY LITERACY PLAN

PROFESSIONAL DEVELOPMENT PLANS—ECE

Goals for a high quality professional development plan:

1. To enhance educators' ability to implement evidence based curriculum and instructional strategies.
2. To ensure that educators are aware of all the essential components of early literacy.
3. To ensure educators understand the instructional support needs of the diverse population of children in their program.
4. To help educators understand how to use of progress monitoring information to inform instruction and meet the needs of all students.

Components of Professional Development Plans

A. **Program Administration** – Professional Development is considered an essential mechanism for increasing educators' capacity to teach to support children's development. Professional development is systematic, frequent, long-term, and ongoing. The program administrator is responsible for monitoring professional development plans for all staff working in the program. A comprehensive professional development plan uses evidence based research and linked to children's progress monitoring information. It is essential that a professional development plan is aligned to the *Delaware Early Learning Foundations*.

	Descriptors	Evidence of meeting the indicator	Action Plan Item
PD1	Administrators coordinate the professional development plans to support opportunities for all educators		
PD2	The professional development plan provides extensive instruction on the essential components of effective early literacy development: <ul style="list-style-type: none"> • Alphabet knowledge • Oral language • Phonemic awareness • Vocabulary • Concepts of print • Auditory comprehension 		

ABRIDGED DELAWARE EARLY LITERACY PLAN

	Indicator	Evidence of meeting the indicator	Action Plan Item
PD3	Administrators facilitate professional development that aligns curriculum to <i>Delaware Early Learning Foundations</i>		
PD4	Administrators (including family child care owners), attend professional development trainings to learn evidenced based early literacy strategies to engage all program staff in supporting children’s development		
PD5	The budget provides necessary funds to fully support the professional development plan including registration, travel expenses, materials and educator stipends		
PD6	Information from the program evaluation guides the development of the professional development plan		
PD7	High quality professional development is provided to all educators and administrators		
PD8	Professional development is differentiated to meet the needs of educators at different levels of experience and expertise. Professional development includes lectures, study groups, coaching, engaging training, demonstrations, analysis of children’s work, and classroom visitations		
PD9	A coordinated professional development calendar informs staff of professional development opportunities for the year		

ABRIDGED DELAWARE EARLY LITERACY PLAN

	Indicator	Evidence of meeting the indicator	Action Plan Item
PD10	The professional development plan provides adequate time for staff members to collaborate, learn, plan, and work together to develop a program's core curriculum (including early literacy)		
PD11	The professional development plan is linked to the state's early childhood professional development system		
PD12	Administrators maintain records of participants who have completed specific professional development trainings		
PD13	Walk-throughs, visitations, and coaching sessions are conducted to ensure implementation of instructional strategies learned through professional development occurs		
PD14	Participants' feedback and suggestions for professional development are reviewed and carefully considered when designing future professional development sessions		
PD15	The professional development plan prepares educators to administer assessments for the purposes of screening, instruction and ongoing progress monitoring		
PD16	Professional development plans prepare educators to use the information from assessment for instructional planning		

ABRIDGED DELAWARE EARLY LITERACY PLAN

	Indicator	Evidence of meeting the indicator	Action Plan Item
PD17	Professional development provides ongoing support and guidance during classroom implementation		
PD18	Professional development prepares educators to use evidenced-based teaching strategies appropriate to meet the children's needs		
PD19	Professional development emphasizes the integration of literacy across the curriculum		
PD20	Professional development prepares educators to design and implement print rich environments that support children's literacy development		
PD21	Professional development prepares educators to deliver instruction to struggling as well as advanced learners		
PD22	Professional development plans include opportunities for members of children's families to improve their knowledge and skills to support children's literacy development		
PD23	Professional development includes mentoring for educators new to the program		
PD24	Professional development provides specific training in using instructional materials selected for the program		
PD25	Effective professional development provides information on the concept of explicit,		

ABRIDGED DELAWARE EARLY LITERACY PLAN

	intentional and embedded delivery of instruction		
--	--	--	--