

LITERACY PLAN

PREKINDERGARTEN TO GRADE 3



Continuous improvement for students in Delaware public schools

June 2019



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A MESSAGE FROM THE DELAWARE SECRETARY OF EDUCATION

Students spend their earliest years learning to read. They need strong literacy skills to absorb information in math and science, social studies, the arts, and every other subject.

Having a strong literacy foundation is crucial for Delaware children's success in school and life. That is why improving third-grade literacy has been a key education initiative of Governor John Carney since before he took office. Recognizing how critical literacy skills are for our young learners, he has directed focus and resources to this work.

According to the Children's Reading Foundation, students who aren't reading at grade level aren't able to comprehend up to half of the printed fourth-grade curriculum. The Annie E. Casey Foundation's KIDS COUNT Special Report, "Early Warning! Why Reading



by the End of Third Grade Matters," cites this among many warnings supporting the importance of early literacy. The report also points to Yale University research showing that 3 out of 4 students who are poor readers in third grade remain poor readers in high school.

That is why educators, families, policymakers and community and nonprofit partners must collaborate if we are going to successfully support our children's literacy growth. The state's students cannot afford to have our efforts be well-meaning but disjointed. I am excited this plan provides clear opportunities for us to work together in a coordinated manner. Thank you for your support.

Sincerely,

Susan S. Bunting, Ed.D.
Secretary of Education



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INTRODUCTION

PURPOSE

For nearly half a decade, reading proficiency rates in Delaware have remained relatively flat, with roughly 52 percent of students reading at grade level each year since 2015. State-level achievement rates in grade 3 during this same time period show specific student groups experienced decreases in reading proficiency rates as well, as seen on the chart below.¹

Subgroup	Grade 3
Black or African-American	▼ -3%
All Students	▼ -2%
Asian	▼ -2%
English learners	▲ 13%
Hispanic or Latino	▼ -2%
Low-income	▼ -1%
Multiracial	▼ -4%
Students with disabilities	▼ -10%
White	-

As a result of these trends, increasing student achievement in reading and writing as well as closing literacy achievement gaps among student groups have been identified as critical areas of need for the state.

The Delaware Literacy Plan establishes a framework to address the state's literacy challenges. Literacy success requires a combination of high-quality early learning experiences, rigorous elementary and secondary instruction and strong community support. Through the plan, our commitment is to

- Provide guidance and support to districts and schools
- Increase professional development opportunities
- Develop tools to support educators in eliminating achievement gaps and increasing learning across the curriculum for all students in Delaware
- Increase collaboration among stakeholders
- Engage families in supporting literacy

¹ Delaware Department of Education, *State Assessment Results*. August 2018. <https://www.doe.k12.de.us>.

Additionally, the Delaware Literacy Plan establishes a consistent voice around literacy with which to address the state's literacy challenges and provide a foundation for focused support from the Delaware Department of Education.

To support the need for all students to read, write and communicate effectively, Delaware's Literacy Plan team was comprised of multiple stakeholders with a variety of experiences and expertise in child development, essential practices in literacy and the science of reading. A system such as this requires coordination and collaboration among many different institutions.

STRATEGIC INTENTS

There is much more to the strategy of reading than the skill of sounding out a list of words and pronouncing them correctly. "Skills are automatic, routine, and associated primarily with lower levels of thinking and learning."² In contrast, Schumm describes strategies as processes that "are controlled by the reader" enabling them to think, reason, and make sense of what is being read.³ A combination of both skills and strategies is necessary for students to be successful readers.

Students demonstrate proficiency on summative reading assessments by demonstrating a range of knowledge, skills, and dispositions as shown below.

- Print awareness/concepts of print
- Phonological awareness
- Decoding and word recognition
- Word-reading strategies
- Comprehension monitoring
- Reading fluency
- Vocabulary knowledge
- Vocabulary strategies
- Morphological analysis
- Science and social studies knowledge
- Graphophonological semantic cognitive flexibility
- Syntactic awareness
- Text structure analysis
- Executive skills (e.g. inhibitory control)
- Genre knowledge
- Comprehension strategies
- Literal comprehension
- Inferential comprehension
- Critical comprehension
- Scanning and skimming
- Text navigation and search
- Reading stamina
- Facilitative reading attitudes⁴

² Janice A. Dole, Gerald G. Duffy, Laura R. Roehler and P. David Pearson, "Moving from the Old to the New: Research on Reading Comprehension Instruction," *Review of Educational Research*, Vol. 61, No. 2 (Summer, 1991), pp. 239-264.

³ Schumm, Jeanne Shay, *Reading Assessment and Instruction* (New York: The Guilford Press, 2006), 229.

⁴ Duke, Nell K. "Reading by Third Grade: How Policymakers Can Foster Early Literacy," *The State Education Standard* (May 2019), http://www.nasbe.org/wp-content/uploads/2019/05/Standard_May2019_WEB_FINAL.pdf.

Delaware's Content Standards provide educators with the knowledge, skills, and dispositions students need to achieve grade-level proficiency. The Delaware Department of Education (DDOE) regularly conducts site visits to schools to support the use of the state's standards. Over a two-year period from 2016-2018, site visits revealed 3 of 16 districts and 1 of 4 charter schools effectively demonstrated enacted curriculum aligned to standards-based written curriculum.

To provide support for all students toward reading proficiency, the Delaware Literacy Plan outlines four strategic intents with aligned key activities. Each of the following strategic intents is considered a necessary driver to meet the goal of success in literacy:

- Align Core Instruction to the Standards
- Implement Curriculum using High Quality Instructional Materials (HQIM)
- Enhance Early Literacy Instruction
- Support Educators through Institutes of Higher Education (IHEs)

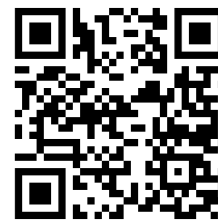
EXPECTED OUTCOMES

As a result of an intentional focus on the four strategic intents, the following outcomes are expected:

- An increase in student learning outcomes
- An increase in educator professional learning opportunities and literacy knowledge
- An increase in aligned partnerships



How to Read this Plan:



Scan this code to connect directly to the electronic version of this plan.

The action steps outlined in this literacy plan are meant to increase collaboration among stakeholders throughout the state. Each strategic intent includes action steps labeled with an icon for teachers, leaders and partners. Find the icon you most identify with to read how you can best support increased literacy proficiency for Delaware students.

To access the electronic version of this plan as well as additional resources linked to each strategic intent, please visit <https://www.doe.k12.de.us/literacyplan>.

For additional information regarding the Literacy Plan, please contact Associate Secretary of Academic Support Monica Gant at monica.gant@doe.k12.de.us.

Teachers



Those primarily responsible for literacy instruction aligned to grade-level standards.

Leaders



Those responsible for supporting literacy instruction, including building, district and charter administrators, instructional and literacy coaches, curriculum directors and teacher leaders.

Partners



Stakeholders that support literacy instruction efforts, including the Delaware Department of Education, community and civic organizations, public and private literacy experts, and institutes of higher education (IHEs).



The family is a child's first teacher. Though this plan was developed to address strategies for school-aged students, the focus on children's development from birth is integral to their success as future readers. With this in mind, when applicable, each strategic intent also includes strategies for families to use to support their children along the way.

GLOSSARY OF TERMS

- **Adult skill development:** The practice in which adults engage in systematic and sustained self-education in order to gain new forms of knowledge, skills, attitudes, or values; includes any form of learning adults engage in beyond traditional education settings, encompassing on-going literacy in academic and technical areas or personal fulfillment
- **Balanced assessment:** Includes screening, diagnostics, intervention(s) alignment, and progress monitoring that is developmentally appropriate and aligned to foundational skills
- **Charter schools:** Independently run public schools authorized by the Delaware Department of Education or a Delaware public school district that are granted greater flexibility in their operations but receive public school funding and are held accountable for academic, financial, and organizational performance
- **Competency-based:** Articulates a discrete skill to support educator practice and the specific evidence educators must submit to demonstrate their competence in that skill
- **Delaware Academic Standards:** Expectations for what students should know and be able to do at the end of each grade, kindergarten to 12, adopted in 2010
- **Delaware Department of Education (DDOE):** Primary function is to establish policy, administer and coordinate most federal assistance, enforce federal educational laws, and provide support to districts and charter schools
- **Efficacy:** The belief in one's ability to succeed
- **Enacted curriculum:** Teacher and student interactions focused on instructional materials and practices and implementation of guidance documents
- **High-yield instructional strategies:** Actions or approaches that have the greatest positive affect on student achievement for all students, in all subject areas, at all grade levels
- **Incumbent worker training:** Training or professional learning that meets the specific requirements of an employer or group of employers to retain a skilled workforce; includes assisting workers to obtain the skills necessary to retain employment or avert the layoff of the incumbent worker
- **Institutes of higher education (IHEs):** Public or private higher education colleges or universities
- **Key activities:** Series of actions that will have impact on achievement outcome
- **Leaders:** Those responsible for supporting literacy instruction, including building and district administrators, instructional and literacy coaches, curriculum directors, and teacher leaders.

GLOSSARY OF TERMS

- **Learning Progressions:** Shows the trajectory of each English language arts standard from kindergarten through grade 12 and illustrates the importance of understanding the vertical alignment of the Delaware English language arts/literacy standards.
- **Micro-credentials:** Evidence-based professional development activities that are competency-based, personalized, on-demand, and shareable; educators must demonstrate their competence via evidence submitted and reviewed by trained evaluators
- **Multi-tiered System of Support (MTSS):** Framework for identifying students who need academic and/or behavioral support; making data-driven decisions, implementing evidence-based interventions aligned to needs, and monitoring student progress on their response to interventions provided
- **Partners:** Internal and external stakeholders who support literacy instruction efforts, including Delaware Department of Education, community and civic organizations, public and private literacy experts, institutes of higher education
- **Professional development:** Singular opportunity to gain and improve knowledge and skills
- **Professional learning:** Based on the specific learning needs of the students and school community, individualized for the strengths and needs of the educators, grounded in the principles of adult learning theory, sustained and supported through implementation with coaching and follow-up, and consistently monitored and assessed to evaluate its impact on student learning and adjusted when necessary
- **Relevant data:** Data that identifies areas for growth as well as opportunities to monitor progress toward the improvement goal
- **Skillful use of high quality instructional materials (HQIM):** Purposeful and engaging materials based on student needs and aligned to standards for teachers and observation and feedback of critical literacy components for leaders.
- **Teachers:** Those primarily responsible for literacy instruction aligned to grade level standards
- **Vendor guide:** A list of vendors compiled by the Delaware Department of Education that provide initial and ongoing professional learning in targeted areas of need
- **Universal Design for Learning (UDL)** - A set of principles for designing curriculum that provides an individual with equal opportunities to learn; the UDL framework is grounded in three principles for multiple means of representation, action and expression, and engagement to meet the diverse needs of all students
- **Written curriculum:** Guidance documents that align standards, scope and sequence, and pacing guides

Strategic Intent



ALIGN CORE INSTRUCTION TO THE STANDARDS

Introduction

All students should receive standards-aligned core instruction. Providing access to standards-aligned curriculum is necessary for students with or at risk for disabilities as well.⁵ Whether educators use whole group instruction, differentiated small group instruction or independent practice, curriculum should

- Be aligned to the state's content standards
- Allow all students access to the core content
- Use evidence-based instructional strategies and practices
- Demonstrate evidence of learning⁶

Additionally, educators should include the following evidence-based practices in

their classroom instruction to further student learning:

- A research-based core curriculum
- Culturally and linguistically responsive practices
- Universal screening to determine students' current level of performance
- Differentiated learning activities to address individual student needs
- Accommodations to ensure all students have access to the curriculum
- Problem solving to identify any needed interventions and to address behaviors that may keep students from demonstrating academic skills; students who require interventions should continue to receive instruction in the core curriculum⁷

Standards-aligned core instruction helps keep students on track to meet targeted goals and expectations in Delaware schools.

⁵ U.S. Department of Education, "Improving Achievement of Struggling Readers," *Combined Federal Programs Meeting, Washington D.C.*, (2018): 9.

⁶ National Association for the Education of Young Children & National Association of Early Childhood Specialists in State Departments of Education, "Where we stand on curriculum assessment and program evaluation." (2005)
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/StandCurrAss.pdf?_sm_au_=iVVT8ZnpLCpjRfLq

⁷ National Center on Response to Intervention, "Essential Components fo RTI - A Closer Look at Response to Intervention," (2010): 10
https://rti4success.org/sites/default/files/rtiessentialcomponents_042710.pdf

KEY ACTIVITIES



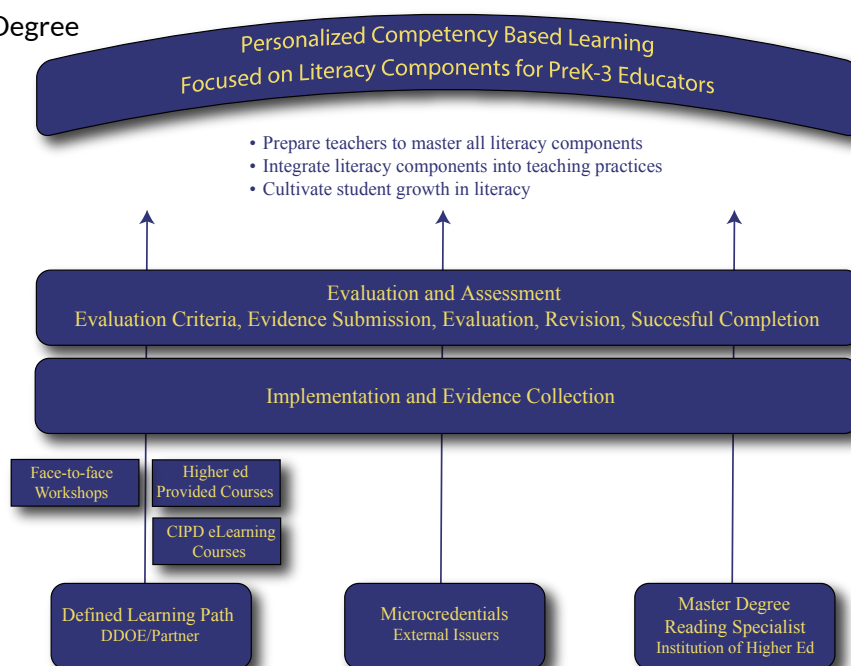
Teachers

T1.1: Increase expertise in providing standards-aligned core literacy instruction

- **Strategy T1.1A:** Engage in competency based professional learning topics focused on the essential components of reading, writing, Universal Design for Learning Principles, and Multi-tiered System of Support
- **Strategy T1.1B:** Participate in professional learning opportunities focused on the Learning Progressions and implementing high-yield instructional strategies to ensure access to standards-aligned instruction for all students
- **Strategy T1.1C:** Participate in professional learning focused on equity and culturally responsive instruction
- **Strategy T1.1D:** Participate in professional learning focused on targeted support for students with disabilities

T1.2: Access various modes of competency-based professional learning, including face-to-face, online, and one-on-one that lead to high quality differentiated pathways

- Defined Learning Pathway
- Micro-credential Pathway
- Degree



KEY ACTIVITIES



Teachers

T1.3: Ensure all students have access to a Multi-tiered System of Support (MTSS)

- **Strategy T1.3A:** Utilize a MTSS model to meet both academic and behavioral needs of all students and provide individualized, targeted instruction based on student need
- **Strategy T1.3B:** Engage in collaborative data based decision making teams to regularly review student progress and adjust interventions and groupings based on student growth and need

T1.4: Monitor student progress toward proficiency

- **Strategy T1.4A:** Participate in professional learning on the use of a balanced assessment system aligned to core instruction
 - Partner with IHEs
 - Partner with experts in the field
- **Strategy T1.4B:** Use curriculum-embedded activities and assessments to guide, monitor and support instruction

Multi-tiered System of Support (MTSS)



KEY ACTIVITIES



Leaders

L1.1: Support implementation of standards-aligned core literacy instruction

- **Strategy L1.1A:** Provide access to and participate in competency based professional learning topics focused on the essential components of reading, writing, Universal Design for Learning Principles, and Multi-tiered System of Support
- **Strategy L1.1B:** Provide access to and participate in professional learning opportunities focused on the Learning Progressions and implementing high-yield instructional strategies to ensure access to standards aligned instruction for all students
- **Strategy L1.1C:** Provide access to and participate in professional learning focused on equity and culturally responsive instruction
- **Strategy L1.1D:** Provide access to and participate in professional learning focused on targeted support for students with disabilities

L1.2: Provide access to and participate in various modes of competency-based professional learning, including face-to-face, online, and one-on-one that lead to high-quality differentiated pathways to acquire expertise

- Defined Learning Pathway
- Micro-credential Pathway
- Degree



KEY ACTIVITIES



Leaders

L1.3: Ensure all students have access to a Multi-tiered System of Supports (MTSS)

- **Strategy L1.3A:** Support teachers and other support staff in utilizing a MTSS model to meet both academic and behavioral needs of all students and provide individualized, targeted instruction based on student need
- **Strategy L1.3B:** Provide time, space, and resources for teachers to engage in collaborative data-based decision making teams to regularly review student progress and adjust interventions and groupings based on student growth and need



KEY ACTIVITIES



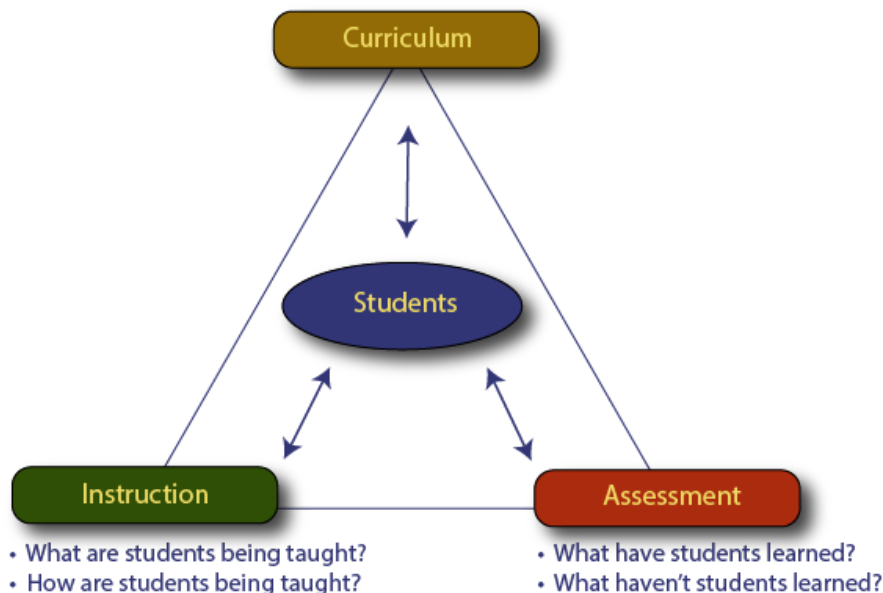
Leaders

L1.4: Monitor progress through alignment of curriculum, instruction, assessment and school-level data

- **Strategy L1.4A:** Provide access to and participate in the use of a balanced assessment system aligned to core instruction
 - Partner with IHEs
 - Partner with experts in the field
- **Strategy L1.4B:** Review school-wide summative data for the purpose of measuring progress in trend data at benchmark years
- **Strategy L1.4C:** Align progress monitoring and formative assessments to set benchmarks
- **Strategy L1.4D:** Design and evaluate instructional frameworks to address school level data trends
- **Strategy L1.4E:** Use, review and monitor curriculum-embedded activities and assessments to guide, monitor and support instruction

Curriculum - Instruction - Assessment

- What should students know and be able to do?
- What should students learn?
- What should students be taught?



KEY ACTIVITIES



Partners

P1.1: Support implementation of standards-aligned core literacy instruction

- **Strategy P1.1A:** Review and update Delaware Learning Progressions with district/school specialists
- **Strategy P1.1B:** Develop and extend professional learning opportunities focused on the Learning Progressions and implementing high-yield instructional strategies, including culturally responsive instruction and targeted support for students with disabilities
 - Partner with Institutes of Higher Education (IHEs)
 - Partner with experts in the field
- **Strategy P1.1C:** Facilitate a statewide convening on best practices in literacy instruction

P1.2: Support the implementation of Multi-tiered System of Support (MTSS)

- **Strategy P1.2A:** Develop and offer professional learning opportunities, and provide resources to support the implementation of a MTSS model to meet both academic and behavioral needs of all students and provide individualized, targeted instruction based on student need
- **Strategy P1.2B:** Develop and offer professional learning opportunities that support collaborative data-based decision making teams in the regular review of student progress and adjustment of interventions and groupings based on student growth and need

P1.3: Monitor student progress towards proficiency

- **Strategy P1.3A:** Develop and extend professional learning on the use of a balanced assessment system aligned to core instruction
 - Partner with IHEs
 - Partner with experts in the field

KEY ACTIVITIES



Partners

P1.4: Extend opportunities for additional training/expertise

- **Strategy P1.4A:** Identify qualified professionals to develop micro-credentials
- **Strategy P1.4B:** Partner with experts in the field to review and evaluate microcredentials

P1.5: Acknowledge additional training/expertise

- **Strategy P1.5A:** Identify sources of compensation
 - Attaining literacy expertise
 - Defined Learning Paths
 - Micro-credentials
 - Serving in leadership roles
 - Planning and delivering professional learning
- **Strategy P1.5B:** Identify sources of reimbursement for literacy coursework

P1.6: Connect with beyond school day activities

- **Strategy P1.6A:** Provide after-school providers with resources and professional learning opportunities that support school/district literacy efforts
 - Identify available after-school providers for each school/district
 - Collaborate with community literacy partners



Families

In an effort to support the activities related to each strategic intent, please see the following resources for families.

- [RTI Action Network for Parents](#) - supporting the needs of your child at home and communicating with teachers at school
- [Reading Tips for Parents](#) - in multiple languages - reading tips to support your child
- [National PTA](#) - multiple resources from the National Parent Teacher Association
- [Put Children First](#) - Helping Your Child Learn to Read, A Parent Guide
- [Parent Guides to Success](#) - Literacy and Mathematics - Guides to assist parents in navigating the standards
- [PTA Family Guides to Support Your Child](#) - help parents and caretakers find valuable tips for helping their child succeed in key learning areas
- [Understanding College and Career Readiness](#) - explaining college and career readiness
- [English Language Arts/Literacy Standards](#) - the DE English Language Arts/Literacy Standards
- [What Parents Should Know about the Smarter Assessment](#) - understanding the Smarter Assessment



TIMELINE

Strategic Intent #1 - Timeline		In Progress	Fall 2019	Winter 2020	Spring 2020	Summer 2020	Fall 2020	Winter 2021	Spring 2021
Teachers	T1.1: Increase expertise in providing standards-aligned core literacy instruction								
	Strategy T1.1A: Engage in competency-based professional learning (PL) topics								
	Strategy T1.1B: Participate in PL opportunities focused on the Learning Progressions and implementing high-yield instructional strategies								
	Strategy T1.1C: Participate in PL focused on equity and culturally responsive instruction								
	Strategy T1.1D: Participate in PL focused on targeted support for students with disabilities								
	T1.2: Access various modes of competency-based PL, including face-to-face, online, and one-on-one that lead to high-quality differentiated pathways								
	• Defined Learning Pathway								
	• Micro-credential Pathway								
	T1.3: Ensure all students have access to a Multi-tiered System of Support (MTSS)								
	Strategy T1.3A: Utilize a MTSS model								
	Strategy T1.3B: Engage in collaborative data-based decision-making teams								
	T1.4: Monitor student progress toward proficiency								
Leaders	Strategy T1.4A: Participate in PL on using a balanced assessment system aligned to core								
	Strategy T1.4B: Use curriculum-embedded activities and assessments								
	L1.1: Support implementation of standards-aligned core literacy instruction								
	Strategy L1.1A: Provide access to and participate in competency-based PL topics								
	Strategy L1.1B: Provide access to and participate in PL opportunities focused on the Learning Progressions and implementing high-yield instructional strategies								
	Strategy L1.1C: Provide access to and participate in PL on equity and culturally responsive instruction								
	Strategy L1.1D: Provide access to and participate in PL on targeted support for students with disabilities								
	L1.2: Provide access to and participate in various modes of competency-based PL, including face-to-face, online, and one-on-one that lead to high-quality differentiated pathways								
	• Defined Learning Pathway								
	• Micro-credential Pathway								
	L1.3: Ensure all students have access to MTSS								
	Strategy L1.3A: Support teachers and other support staff in utilizing a MTSS model								
	Strategy L1.3B: Provide time, space, and resources for teachers to engage in collaborative data-based decision-making teams								

Please note: Timelines indicate anticipated dates and are subject to change. Measures will be developed within each of the activities in order to evaluate progress.

TIMELINE

Strategic Intent #1 - Timeline		In Progress	Fall 2019	Winter 2020	Spring 2020	Summer 2020	Fall 2020	Winter 2021	Spring 2021
Leaders	L1.4: Monitor progress through alignment of curriculum, instruction, assessment and school-level data								
	Strategy L1.4A: Provide access to and participate in the use of a balanced assessment system aligned to core instruction								
	Strategy L1.4B: Review school summative data								
	Strategy L1.4C: Align progress monitoring and formative assessments to set benchmarks								
	Strategy L1.4D: Design and evaluate instructional frameworks								
	Strategy L1.4E: Use, review and monitor curriculum-embedded activities and assessments								
Partners	P1.1: Support implementation of standards-aligned core literacy instruction								
	Strategy P1.1A: Review and update Delaware Learning Progressions with district/school specialists								
	Strategy P1.1B: Develop and extend PL opportunities focused on the Learning Progressions and implementing high-yield instructional strategies								
	Strategy P1.1C: Facilitate a statewide convening on best practices in literacy instruction								
	P1.2: Support the implementation of MTSS								
	Strategy P1.2A: Develop and offer PL opportunities, and provide resources to support the implementation of a MTSS model								
	Strategy P1.2B: Develop and offer PL opportunities that support collaborative data-based decision-making teams								
	P1.3: Monitor student progress toward proficiency								
	Strategy P1.3A: Develop and extend PL on the use of a balanced assessment system aligned to core instruction								
	P1.4: Extend opportunities for additional training/expertise								
	Strategy P1.4A: Identify qualified professionals to develop micro-credentials								
	Strategy P1.4B: Partner with experts in the field to review and evaluate micro-credentials								
	P1.5: Acknowledge additional training/expertise								
	Strategy P1.5A: Identify sources of compensation								
	Strategy P1.5B: Identify sources of reimbursement for literacy coursework								
	P1.6: Connect with beyond school day activities								
	Strategy P1.6A: Provide after-school providers with resources and PL opportunities; collaborate with community literacy partners								

Please note: Timelines indicate anticipated dates and are subject to change. Measures will be developed within each of the activities in order to evaluate progress.

Strategic Intent



IMPLEMENT CURRICULUM USING HIGH-QUALITY INSTRUCTIONAL MATERIALS

Introduction

Research shows that educators who use high-quality instructional materials (HQIM) in the classroom can improve student learning outcomes equal to or greater than many interventions.⁸ HQIM often

- Make instruction easier, more efficient and more effective
- Allow educators to meet the needs of individual students
- Inspire educators to further engage students in learning
- Advance student learning
- Increase coherence across schools, districts and states
- Connect high curriculum standards, effective instruction, assessments and professional learning⁹

To support the use of HQIM, educators should receive increased access to professional learning opportunities as well as more time to work collaboratively with their colleagues. A high-quality instructional resource can provide educators within a school and across a school system a shared understanding of how to organize the work at the classroom level.¹⁰

High Quality Curriculum + Professional Learning = Improved Reading Instruction

Per EdReports, 5 out of 15 (33%) of elementary curricular resources in use in Delaware in the 2017-2018 school year were of high quality, and 7 out of 32 districts and charters (22%) reviewed had adopted HQIM in elementary English language arts.¹¹

⁸ Sara Allan and Rachel Leifer, "How High-Quality Instructional Materials Can Drive Teacher Growth," *Bill & Melinda Gates Foundation*. <http://k12education.gatesfoundation.org/blog/high-quality-instructional-materials-can-drive-teacher-growth/>

⁹ Achieve the Core, "Instructional Materials Plus Teacher Supports Equals Student Success," *achieve.org*, (2017). https://issuu.com/achieveinc/docs/im_doc_2.0

¹⁰ Sara Allan and Rachel Leifer, "How High-Quality Instructional Materials Can Drive Teacher Growth," *Bill & Melinda Gates Foundation*. <http://k12education.gatesfoundation.org/blog/high-quality-instructional-materials-can-drive-teacher-growth/>

¹¹ Delaware Department of Education, "Literacy Cadre: Resources for Assessment and Instruction Survey," (2017); Ed Reports, "Reports Center," *edreports.org*, <https://www.edreports.org/reports>.

"Compelling evidence shows that improving curriculum can positively impact student outcomes."

"Investments in curriculum components are highly scalable, and effects are greatest with weakest teachers, who are disproportionately present in high-needs classrooms."¹²



¹² Chiefs for Change, "Hiding In Plain Sight - Leveraging Curriculum to Improve Student Learning," (2017):8. <http://chiefsforchange.org/policy-paper/4830/>

KEY ACTIVITIES



Teachers

T2.1: Increase expertise in the selection and skillful use of HQIM

- **Strategy T2.1A:** Connect resources to standards and student needs identified through data for skillful use of HQIM
- **Strategy T2.1B:** Understand and implement the key elements of reading instruction and how students learn to read for skillful use of HQIM
- **Strategy T2.1C:** Understand and implement various methods to engage students in their opportunities for reading practice for skillful use of HQIM

T2.2: Participate in district/charter ongoing HQIM review of instructional materials to ensure they meet the needs of all students, are culturally relevant, and provide access to grade level standards

- **Strategy T2.2A:** Consult independent reviews such as EdReports for HQIM
- **Strategy T2.2B:** Use rubrics (i.e. EQulP, IMET, IES) to identify how well-aligned district resources are to the common core standards
- **Strategy T2.2C:** Utilize a vetting process for research-based core curriculum that is comprehensive and evidence-based
- **Strategy T2.2D:** Use tools such as the IMET to ensure materials are easily accessible, high interest, high quality, culturally relevant reading choices for students
- **Strategy T2.2E:** Utilize Adoption Tool Guide to support resource adoption and implementation

KEY ACTIVITIES



Leaders

L2.1: Increase expertise in selection and use of HQIM

- **Strategy L2.1A:** Connect resources to standards and student needs identified through data to support skillful use of HQIM
- **Strategy L2.1B:** Understand the key elements of reading instruction and how students learn to read to support skillful use of HQIM
- **Strategy L2.1C:** Understand various methods to engage students in their opportunities for reading practice to support skillful use of HQIM
- **Strategy L2.1D:** Provide feedback based on observed key elements of reading instruction and how students learn to read to support skillful use of HQIM.
- **Strategy L2.1E:** Use vendor guide to secure HQIM training

L2.2: Support teacher engagement in ongoing HQIM review of all instructional materials to ensure they meet the needs of all students, are culturally relevant, and provide access to grade level standards

- **Strategy L2.2A:** Provide opportunities for teachers to engage in ongoing HQIM review



KEY ACTIVITIES



Partners

P2.1: Provide guidance and support for selection and implementation of HQIM

- **Strategy P2.1A:** Develop professional learning experiences that encourage cross-school, grade and program participation
- **Strategy P2.1B:** Support vertical articulation and collaboration across schools, grades and programs

P2.2: Highlight skillful use of HQIM

- **Strategy P2.2A:** Provide updated list of HQIM based on evidence and research from peer-reviewed resources
- **Strategy P2.2B:** Recognize and learn from districts/charters who choose HQIM and invest in high quality professional learning that enables their teachers to skillfully use those materials in all classrooms with all students



Families

Learn more: Check out the [three questions parents can ask about instructional materials](#). Educator Jenni Aberli shares questions parents can ask educators to know more about the quality of their children's learning materials.

TIMELINE

Strategic Intent #2 - Timeline		In Progress	Fall 2019	Winter 2020	Spring 2020	Summer 2020	Fall 2020	Winter 2021	Spring 2021
Teachers	T2.1: Increase expertise in the selection and skillful use of HQIM								
	Strategy T2.1A: Connect resources to standards and student needs identified through data								
	Strategy T2.1B: Understand and implement the key elements of reading instruction and how students learn to read								
	Strategy T2.1C: Understand and implement various methods to engage students in their opportunities for reading practice								
	T2.2: Participate in district/charter ongoing HQIM review of all instructional materials								
	Strategy T2.2A: Consult independent reviews								
	Strategy T2.2B: Use rubrics to identify alignment								
	Strategy T2.2C: Utilize a vetting process								
	Strategy T2.2D: Use tools to ensure materials are easily accessible, high-interest, high-quality, culturally relevant reading choices for students								
	Strategy T2.2E: Utilize Adoption Tool Guide to support resource adoption and implementation								
Leaders	L2.1: Increase expertise in selection and use of HQIM								
	Strategy L2.1A: Connect resources to standards and student needs								
	Strategy L2.1B: Understand key elements of reading instruction and how students learn to read								
	Strategy L2.1C: Understand various methods to engage students in their opportunities for reading practice								
	Strategy L2.1D: Provide feedback based on observed key elements of reading instruction and how students learn to read								
	Strategy L2.1E: Use vendor guide to secure HQIM training								
	L2.2: Support teacher engagement in ongoing HQIM review								
Partners	Strategy L2.2A: Provide opportunities for teachers to engage in ongoing HQIM review								
	P2.1: Provide guidance and support for selection and implementation of HQIM								
	Strategy P2.1A: Share professional learning (PL) experiences across schools, grades and programs								
	Strategy P2.1B: Support vertical articulation, collaboration across schools, grades and programs								
	P2.2: Highlight skillful use of HQIM								
	Strategy P2.2A: Provide updated list of HQIM								
	Strategy P2.2B: Recognize and learn from districts who choose HQIM and invest in high-quality PL								

Please note: Timelines indicate anticipated dates and are subject to change. Measures will be developed within each of the activities in order to evaluate progress.

Strategic Intent



ENHANCE EARLY LITERACY INSTRUCTION

Introduction

Enhanced literacy instruction in early childhood education is critical to long-term reading success for both students and Delaware education. Research shows that students benefit throughout their academic career and develop more stable reading skills when they receive a strong reading foundation in early childhood.¹³ At the same time, children who do not receive early reading skills are at greater risk for falling behind their peers.¹⁴

The notion that poor readers eventually catch up to the class average is challenged by research. Instead, the gap between good readers and those who struggle continuously widens.¹⁵

According to the Delaware Early Learning Survey (DELS, 2016), 1/3 to 1/2 of all children and 1/2 to 2/3 of low-income children are not entering kindergarten with skills needed for success.¹⁶



¹³ George Farkas, Paul L. Morgan and Qiong Wu, "Kindergarten Children's Growth Trajectories in Reading and Mathematics: Who Falls Increasingly Behind?" *Journal of Learning Disabilities* (2011): 44(5):472-88

¹⁴ Torgesen, J. K., Alexander, A. W., Wagner, R. K., Rashotte, C. A., Voeller, K. K. S., & Conway, T. "Intensive remedial instruction for children with severe reading disabilities: Immediate and long-term outcomes from two instructional approaches." *Journal of Learning Disabilities*, (2001): 34(1), 33-58. <http://dx.doi.org/10.1177/002221940103400104>

¹⁵ Adams, M. J. *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press. (1990)

¹⁶ Delaware Department of Education, *Delaware Early Learning Survey*, (2017) <https://www.doe.k12.de.us/Page/3029>

KEY ACTIVITIES



Teachers

T3.1: Successfully implement Early Learning Child-Level Outcomes Framework to support the transition from prekindergarten to Delaware State Standards for kindergarten

- **Strategy T3.1A:** Participate in professional learning opportunities on the Early Learning Child-Level Outcomes Framework and developmentally appropriate practices in early childhood learning in prekindergarten to grade 2 education
- **Strategy T3.1B:** Receive job-embedded coaching and feedback on effective planning, preparation and implementation of standards-aligned instruction, including age-appropriate daily/annual formats for part-day and full-day instruction
- **Strategy T3.1C:** Utilize HQIM that meet the new standards based on evidence and research from peer reviewed resources
- **Strategy T3.1D:** Collect evidence/data regarding student transition from prekindergarten to kindergarten



KEY ACTIVITIES



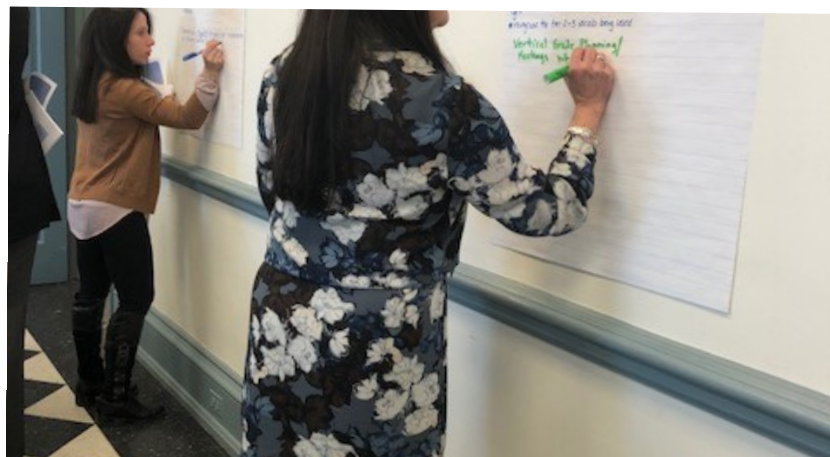
Leaders

L3.1: Support the adoption and/or adaptation of Early Learning Child-Level Outcomes Framework to better align the expectations and standards for birth to age five children to the Delaware State Standards for kindergarten through second grade

- **Strategy L3.1A:** Become informed of Early Learning Child Level Outcomes Framework
- **Strategy L3.1B:** Participate in stakeholder group representing birth through Grade 2 education to engage in the adoption and/or adaptation of an Early Learning Child Level Outcomes Framework

L3.2: Support the successful implementation of the Early Learning Child Level Outcomes Framework

- **Strategy L3.2A:** Provide access to and participate in professional learning opportunities on the Early Learning Child Level Outcomes Framework and developmentally appropriate practices in early childhood learning in prekindergarten to grade 2 education
- **Strategy L3.2B:** Ensure job-embedded coaching and feedback on effective planning preparation and implementation of standards-aligned instruction, including age-appropriate daily/annual formats for part-day and full-day instruction
- **Strategy L3.2C:** Utilize HQIM that meet the new standards based on evidence and research from peer reviewed resources
- **Strategy L3.2D:** Collect evidence/data regarding student transition from Prekindergarten to kindergarten



KEY ACTIVITIES



Partners

P3.1: Adopt and develop common understanding of Early Learning Child Level Outcomes Framework to better align the expectations and standards for birth to age five children to the Delaware State Standards for kindergarten through second grade

- **Strategy P3.1A:** Become informed of Early Learning Child Level Outcomes Framework
- **Strategy P3.1B:** Participate in stakeholder group representing birth through Grade 2 education to engage in the adoption and/or adaptation of an Early Learning Child Level Outcomes Framework

P3.2: Support the successful implementation of the Early Learning Child Level Outcomes Framework

- **Strategy P3.2A:** Collaborate on the approaches to teaching and learning to support the transition from Early Learning Child Level Outcomes Framework to the Delaware State Standards for kindergarten
- **Strategy P3.2B:** Provide updated list of HQIM based on evidence and research from peer reviewed resources
- **Strategy P3.2C:** Partner with experts in the field for technical assistance based on selected HQIM
- **Strategy P3.2D:** Partner with parent and community outreach and engagement stakeholders to create a streamlined system that provides information, videos, milestones, and support services related to early literacy and education for young children
 - Develop “Essential Components of Reading” learning sessions that promote shared language, expectations and strategies for families, early learning teachers and administrators.



Families

In an effort to support the activities related to each strategic intent, please see the following resources for families.

- Participate in developmental screening to learn how to best support your child in early literacy at home.
- Access local early learning programs, school districts, health systems, and community centers for education and materials on early literacy at home.
- Attend kindergarten readiness programs and activities that support everyday early literacy at home.
- [DDOE Summer Reading Resources](#) - Summer reading and mathematics resources from DDOE
- [DE Libraries Summer Reading Challenge](#) - Summer reading activities from DE Public Libraries
- [International Literacy Association Choice Reading Lists](#) - top book choices for children
- [Children and Teen Choice Books](#) - top book choices for children
- [Reading Aloud to Your Child](#) - strategies to support reading while reading aloud to your child
- [What is Print Awareness?](#) - Children with print awareness can begin to understand that written language is related to oral language
- [Helping Your Child Develop Print Awareness](#) - sample questions and prompts you can use before, during, and after a read aloud activity to help children activate basic knowledge about print and books
- [Ten Ways to Raise a Reader](#) - ways to support your child in reading
- [State of Delaware Libraries](#) - resources from DE public libraries
- [National Center on Improving Literacy/Family](#) - A partnership among literacy experts, university researchers, and technical assistance providers to increase access to, and use of, evidence-based approaches to screen, identify, and teach students with literacy-related disabilities
- [Reading Rockets/Parents](#) - Offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. Resources assist parents, teachers, and other educators in helping struggling readers build fluency, vocabulary, and comprehension skills.
- [Read Right from the Start](#) - Free online videos and resources on oral language and literacy strategies for educators.

TIMELINE

Strategic Intent #3 - Timeline		In Progress	Fall 2019	Winter 2020	Spring 2020	Summer 2020	Fall 2020	Winter 2021	Spring 2021	
Teachers	T3.1: Successfully implement Early Learning Child-Level Outcomes Framework to support the transition from prekindergarten to Delaware State Standards for kindergarten									
	Strategy T3.1A: Participate in professional learning (PL) opportunities									
	Strategy T3.1B: Receive job-embedded coaching and feedback									
	Strategy T3.1C: Utilize HQIM									
	Strategy T3.1D: Collect evidence/data regarding student transition									
Leaders	L3.1: Support the adoption and/or adaptation of Early Learning Child-Level Outcomes Framework									
	Strategy L3.1A: Become informed of Early Learning Child Level Outcomes Framework									
	Strategy L3.1B: Participate in stakeholder group representing birth through grade 2 education to engage in the adoption and/or adaptation of an Early Learning Child Level Outcomes Framework									
	L3.2: Support the successful implementation of the Early Learning Child Level Outcomes Framework									
	Strategy L3.2A: Provide access to and participate in PL opportunities									
	Strategy L3.2B: Ensure job-embedded coaching and feedback									
	Strategy L3.2C: Utilize HQIM									
	Strategy L3.2D: Collect evidence/data regarding student transition									
Partners	P3.1: Adopt and develop common understanding of Early Learning Child Level Outcomes Framework to better align the expectations and standards for birth to age five children to the Delaware State Standards for kindergarten through second grade									
	Strategy P3.1A: Participate in stakeholder group to engage in the adoption and/or adaptation of an Early Learning Child Level Outcomes Framework									
	Strategy P3.1B: Become informed of Early Learning Child Level Outcomes Framework									
	P3.2: Support the successful implementation of the Early Learning Child Level Outcomes Framework									
	Strategy P3.2A: Collaborate on the approaches to teaching and learning									
	Strategy P3.2B: Provide updated list of HQIM									
	Strategy P3.2C: Partner with experts in the field for technical assistance									
	Strategy P3.2D: Partner with parent and community outreach/engagement stakeholders									

Please note: Timelines indicate anticipated dates and are subject to change. Measures will be developed within each of the activities in order to evaluate progress.

Strategic Intent



SUPPORT EDUCATORS THROUGH INSTITUTES OF HIGHER EDUCATION

Preparing all teachers to enter the workforce with a strong understanding of reading instruction and early literacy strategies is key to enhancing student literacy skills throughout Delaware. While teacher preparation programs at universities and colleges offer aspiring teachers access to similar coursework and student teaching experiences, the need to align program standards and depth of literacy programming remains. When considering the importance of early literacy education on student reading achievement, this need becomes especially pronounced. Professionals working with children from birth through age eight - early childhood as well as elementary educators - must have access to consistent, quality teacher preparation programs in order to positively impact students during their most-critical learning years for reading.

Candidates for teaching in the elementary grades are required to obtain a bachelor's degree and state certification. Additionally, new teachers in Delaware are required to participate in extra, school-level induction and mentoring programs. Still, according to the Institute of Medicine and National Research Council, a gap exists between what is known about reading and how teachers are prepared to teach it.¹⁷ Just as there is more to the strategy of reading than the skill of sounding out a list of words and pronouncing them correctly, there is more to the training that prepares educators to teach advanced literacy skills. A strong teacher preparation program lays the foundation for teachers to be able to engage students in

- The five essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
- Listening comprehension
- Reading comprehension
- Learning content through reading
- Scaffolding language through increased rigor¹⁸

¹⁷ National Research Council of the National Academies, "Preparing Teachers: Building Evidence for Sound Policy" (2010) <https://www.nap.edu/read/12882/chapter/1#ii>

¹⁸ Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. "Foundational skills to support reading for understanding in kindergarten through 3rd grade," *National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education*. (2016) <http://ies.ed.gov/ncee/wwc/practiceguide/21>.

Effective literacy instruction requires teachers receive practice and training in these areas long before they enter the classroom. Partnering with Institutes of Higher Education (IHEs) across the state to review current pre-service as well as continuing education opportunities will play a key role in supporting Delaware students.

According to the National Council on Teacher Quality (NCTQ), approximately 30% of all children do not become capable readers even though reading is the foundation of all learning; however, effective reading instruction could cut this unacceptable rate of failure by two-thirds or even more.¹⁹

[NCTQ's most recent evaluation](#) of more than 800 undergraduate programs for elementary teacher education determined that only 39% of programs examined included instruction in all five essential components of reading. Nearly one in five programs examined addressed one or none of the components.²⁰



¹⁹ National Council on Teacher Quality, "Landscapes in Teacher Prep," *nctq.org*, (Dec 2016): 4. <https://www.nctq.org/dmsView/UE>

²⁰ National Council on Teacher Quality, "A Closer Look at Early Reading" *nctq.org* (2016): 1. https://www.nctq.org/dmsView/NCTQ_-_Standard_2_How_Programs_Stack_Up

KEY ACTIVITIES



Teachers

T4.1: Attend summer institutes with flexible learning opportunities through different IHEs and other professional learning providers

- **Strategy T4.1A:** Choose specific topics and determine goals for summer and year-long professional learning and credential pathways
- **Strategy T4.1B:** Request additional topics for consideration into professional learning and credentialed pathways

T4.2: Attend mentoring content tracks for Prekindergarten to Grade 3 literacy teachers

- **Strategy T4.2A:** Participate in content tracks that serve existing need (i.e. emergent reading, prekindergarten intervention, beginning reading, elementary intervention, etc.)
- **Strategy T4.2B:** Complete summer courses that are linked to content tracks

T4.3: Participate in online Literacy 101 training for all prekindergarten and kindergarten staff to support student transition

- **Strategy T4.3A:** Attend Early Literacy training for Prekindergarten and Kindergarten staff to include the 5 Components of Reading with a focus on phonemic awareness and phonics including speaking, listening and writing
- **Strategy T4.3B:** Engage in video modeling of the strategies and artifacts of implementation in the classroom

KEY ACTIVITIES



Leaders

L4.1: Collaborate with partners and IHEs to strengthen pre-service preparation

- **Strategy L4.1A:** Investigate the knowledge base of novice teachers to target support and provide feedback to the IHEs
 - Survey credentials of novice teachers and create a database
 - Review student outcome assessment data from early literacy outcome assessments and provide feedback to IHEs about student performance and preparation of teachers
- **Strategy L4.1B:** Provide access to flexible professional learning opportunities in summer institutes through different IHEs and other professional learning providers
 - Identify specific topics and goals for summer and year-long professional learning and credential pathways
 - Define scope for time and/or proficiency goals
 - Advocate for funding
 - Work collaboratively with the Department of Education and IHEs to identify potential learning opportunities
 - Analyze impact of professional learning on student outcomes

L4.2: Support mentoring content tracks for prekindergarten to grade 3 literacy teachers

- **Strategy L4.2A:** Identify content tracks that would serve existing needs (i.e. emergent reading, prekindergarten intervention, beginning reading, elementary intervention, and etc.)
- **Strategy L4.2B:** Develop shared financial models to fund both the mentors and the IHEs credits

L4.3: Enrich and diversify the Career and Technical Education (CTE) Teacher Pathway for Early Childhood and K12 to strengthen the teacher pipeline

- **Strategy L4.3A:** Build recruitment and placement model for students entering CTE pathway
- **Strategy L4.3B:** Collaborate with partners and IHEs to diversify the educator workforce by providing CTE educators and students with learning opportunities
- **Strategy L4.3C:** Work with partners to develop opportunities for the teacher pathway to ensure that every student in the pathway graduates with credit for prior learning in addition to Advanced Placement or dual enrollment opportunities that would afford graduates to be in an advanced standing upon graduation

KEY ACTIVITIES



Partners

P4.1: Provide professional learning for prekindergarten to grade 3 literacy teachers

- **Strategy P4.1A:** Recognize the knowledge base of novice teachers to provide targeted support based on their needs
- Review survey of credentials of novice teachers
 - Analyze feedback about graduates
- **Strategy P4.1B:** Provide flexible professional learning opportunities in summer institutes through different IHEs and other professional learning providers
 - Identify specific topics and goals for summer and year-long professional learning and credential pathways
 - Define scope for time and/or proficiency goals
 - Analyze impact of professional learning on student outcomes

P4.2: Investigate the integration of literacy training into state mentoring expectations

- **Strategy P4.2A:** Identify tracks that would serve existing needs (i.e. emergent reading, prekindergarten intervention, beginning reading, elementary intervention, etc.) and link the tracks to specific coursework
- **Strategy P4.2B:** Work with IHEs to develop course offerings and micro-credentials

P4.3: Explore the Career and Technical Education (CTE) Teacher Pathway for Early Childhood and K12 by encouraging IHEs to offer a concentration in reading/literacy for undergraduate students who are a semester ahead due to course accumulation in their pathway

- **Strategy P4.3A:** Strategic acquisition of dual enrollment/articulation in courses/credits to gain more depth in reading/literacy when they obtain their bachelor's degrees
- **Strategy P4.3B:** Support collaboration between IHEs and high school pathway educators for professional learning opportunities
- **Strategy P4.3C:** Support strategies to diversify the education workforce

KEY ACTIVITIES



Partners

P4.4: Advocate for summer coursework funding for teachers in literacy

- **Strategy P4.4A:** Seek financial opportunities to support funding for tuition reimbursement or reduced tuition in the summer
- **Strategy P4.4B:** Specify courses and requirements of each summer course
- **Strategy P4.4C:** Organize courses to link together specifically in certificates and/or degrees

P4.5: Review incentives to place and retain new teachers in Delaware through the creation of innovative programs

- **Strategy P4.5A:** Contact IHEs to determine program opportunities
- **Strategy P4.5B:** Work with districts/charters to discuss teacher pipeline
- **Strategy P4.5C:** Provide content-specific instructional leadership opportunities that target preservice and in-service leaders with depth of literacy content
 - Collaborate with IHEs to target instructional leadership among undergraduate students
 - Provide state administrative induction with more content provided by IHEs
 - Provide for specific content coursework in requirements for administrative certification
- **Strategy P4.5D:** Explore non-traditional opportunities to diversify the educator workforce
 - Seek opportunities to braid existing funding lines and increase funding to recruit a diverse pipeline of teachers
 - Communicate financial incentives and scholarships available for teachers through local, state and federal funds
 - Engage in adult skill development and incumbent worker training

TIMELINE

	Strategic Intent #4 - Timeline	In Progress	Fall 2019	Winter 2020	Spring 2020	Summer 2020	Fall 2020	Winter 2021	Spring 2021
Teachers	T4.1: Attend summer institutes with flexible learning opportunities through different IHEs and other professional learning providers								
	Strategy T4.1A: Choose specific topics/goals								
	Strategy T4.1B: Request additional topics for consideration								
	T4.2: Attend mentoring content tracks for prekindergarten to grade 3 literacy teachers								
	Strategy T4.2A: Participate in content tracks that serve existing needs								
	Strategy T4.2B: Complete summer courses								
	T4.3: Participate in online Literacy 101 training for all prekindergarten and kindergarten staff to support student transition								
	Strategy T4.3A: Attend early literacy training								
	Strategy T4.3B: Engage in video modeling								
Leaders	L4.1: Collaborate with partners and IHEs to strengthen pre-service preparation								
	Strategy L4.1A: Investigate the knowledge base of novice teachers								
	• Survey credentials of novice teachers and create a database								
	• Review student outcome assessment data and provide feedback to IHEs								
	Strategy L4.1B: Provide access to flexible professional learning opportunities								
	• Identify topics/goals for summer and year-long PL and credential pathways								
	• Define scope - time and/or proficiency goals								
	• Advocate for funding								
	• Work collaboratively with DDOE and IHEs								
	• Analyze impact of professional learning on student outcomes								
	L4.2: Support mentoring content tracks for prekindergarten to grade 3 literacy teachers								
	Strategy L4.2A: Identify content tracks that would serve existing needs								
	Strategy L4.2B: Develop shared financial models								
	L4.3: Enrich and diversify the CTE Teacher Pathway for Early Childhood and K12								
	Strategy L4.3A: Build recruitment and placement model								
	Strategy L4.3B: Collaborate with partners and IHEs to diversify the educator workforce								
	Strategy L4.3C: Work with partners to develop opportunities for the teacher pathway								

Please note: Timelines indicate anticipated dates and are subject to change. Measures will be developed within each of the activities in order to evaluate progress.

TIMELINE

Strategic Intent #4 - Timeline		In Progress	Fall 2019	Winter 2020	Spring 2020	Summer 2020	Fall 2020	Winter 2021	Spring 2021
Partners	P4.1: Provide professional learning for prekindergarten to grade 3 literacy teachers								
	Strategy P4.1A: Recognize the knowledge base of novice teachers to provide targeted support based on their needs								
	Strategy P4.1B: Provide flexible professional learning opportunities								
	P4.2: Investigate the integration of literacy training into state mentoring expectations								
	Strategy P4.2A: Identify tracks that would serve existing needs								
	Strategy P4.2B: Work with IHE's to develop course offerings and micro-credentials								
	P4.3: Explore the Career and Technical Education (CTE) Teacher Pathway for Early Childhood and K12 by encouraging IHEs to offer a concentration in reading/literacy for undergraduate students who are a semester ahead due to course accumulation in their pathway								
	Strategy P4.3A: Strategic acquisition of dual enrollment/articulation in courses/credits								
	Strategy P4.3B: Support collaboration between IHEs and high school pathway educators								
	Strategy P4.3C: Support strategies to diversify the education workforce								
	P4.4: Advocate for summer coursework funding for teachers in literacy								
	Strategy P4.4A: Seek financial opportunities								
	Strategy P4.4B: Specify courses and requirements of each summer course								
	Strategy P4.4D: Organize courses to link together specifically in certificates and/or degrees								
	P4.5: Review incentives to place and retain new teachers in Delaware through the creation of innovative programs								
	Strategy P4.5A: Contact IHEs to determine program opportunities								
	Strategy P4.5B: Work with districts/charters to discuss teacher pipeline								
	Strategy P4.5C: Provide content-specific instructional leadership opportunities								
	Strategy P4.5D: Explore non-traditional opportunities to diversify the educator workforce								

Please note: Timelines indicate anticipated dates and are subject to change. Measures will be developed within each of the activities in order to evaluate progress.

"The research is clear: Students who are not reading proficiently by the end of third grade are much more likely to face poor academic outcomes. For this reason alone, we know it is incredibly important that children learn to read well early in elementary school and continue to build on those reading skills throughout the rest of school.

"The task of teaching young children to read falls to elementary school teachers, especially teachers in kindergarten through third grade."²¹

- Samantha Durrance,
Southern Regional Education
Board Policy Analyst



²¹ Samantha Durrance, "Are Teachers Prepared to Teach Reading?" *Southern Regional Education Board*, (2017), <https://www.sreb.org/blog-post/are-teachers-prepared-teach-reading>

Expected Outcomes

The work of the Literacy Plan is focused on four strategic intents:

- Align Core Instruction to the Standards
- Implement Curriculum using High Quality Instructional Materials (HQIM)
- Enhance Early Literacy Instruction
- Support Educators through Institutes of Higher Education (IHEs)

Key activities under each strategic intent are designed to achieve the following outcomes:

An increase in student learning outcomes

- Reduce the number of students scoring at the lowest achievement level on the summative assessment
- Increase the number of students scoring at proficient or above on the summative assessment
- Increase students' readiness to access grade-level standards
- Accelerate the progress of underperforming sub-groups compared to average state progress

An increase in educator professional learning opportunities and literacy knowledge

- Increase the number of professional learning opportunities offered to educators in literacy
- Expand pathways for multiple access points to professional learning opportunities
- Increase literacy course expectations or requirements in undergraduate preparation and graduate work
- Increase the number of educators demonstrating enhanced knowledge in early literacy

An increase in aligned partnerships

- Increase partnerships with institutes of higher education (IHEs) to provide pre-service and in-service opportunities
- Increase aligned partnerships with community organizations to support literacy instruction
- Increase family involvement in literacy development



Delaware Department of Education

Vision: Every learner ready for success in college, career and life.

Mission: To empower every learner with the highest quality education through shared leadership, innovative practices, and exemplary services.